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ABSTRACT

This conference proceedings reflects the views of participants on competencies that need to be taught in employee preparation for outdoor recreation. The conference addressed the following recommendations made by the President's Commission on American Outdoors: (1) assessing professional outdoor recreation education and training needs; (2) facilitating the formation of public, commercial, and non-profit partnerships to ensure that the college curricula requirements match identified professional skills needed in the field; and (3) addressing these needs in a format that will assist the development of college curricula designed to match the quality of physical recreation resources in America with a comparable quality and quantity of trained outdoor recreation personnel. The conference included panel presentations with subsequent question and answer periods, futurist keynote speakers, field trips, and working sessions. Working sessions were conducted through a nominal group process to elicit ideas from participants, followed by a modified Delphi process to rank order topics that were regarded as essential in future outdoor recreation curriculum. Cooperative learning techniques were presented in addition to the main topic of college curricula. Appendices include: speaker and participant biographical information; transcripts of panel question and answer periods; acronyms, initials, and abbreviations for organizations and programs; and Association of Experiential Education staff qualifications. (KS)

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National Conference for Outdoor Leaders

Public, Commercial and Non-Profit Partnerships

1990 Conference Proceedings

Employee Preparation Towards 2001

Editors: Maurice L. Phipps, PhD
Robin G. Cash, MF

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Outdoor Recreation

Western State College of Colorado

National Conference for Outdoor Leaders
Public, Commercial and Non-Profit Partnerships

1990 Conference Proceedings

Employee Preparation Toward 2001

Editors: Maurice L. Phipps, PhD
Robin G. Cash, MF

Western State College of Colorado
Gunnison, Colorado 81231

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THESE PROCEEDINGS ARE DEDICATED TO THE MEMORY OF

BILL MARCH

1941-1990

mountaineer, outdoor leader, and friend

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As conference director, I would like to acknowledge and thank the following people who gave outstanding service in preparation for, throughout, and following the conference: Jeanette Mann and Craig Roeser, recreation interns from the Department of Kinesiology and Recreation; Mike Stoll, assistant director; John Gamble, Director, Wilderness Pursuits; Robin Cash, assistant director, co-editor, and desktop publishing; Lora Van Renselaar, assistant director and editorial support; Francene Czillinger and Kim Brown, secretarial support; Audrey Miller, conference proceedings typing support; Richard Lowe, host; Josh Anthony, photographer; Marty Rathburn, artwork; the Inspector General, Jim Richards, arranging of interviews in Washington, DC; John Chapman, initial contacts with land agencies; Dick Bratton, Owen O'Fallon, Bill Sweitzer, and Don Kassing, fund raising. Last, but not least, I would like to thank Bill Hamilton, past president of Western State College, and Dick Bratton who worked to create the vision of outdoor recreation for Western State College of Colorado.

Maurice Phipps

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INTRODUCTION

By

Dr. Maurice Phipps, Conference Director

The first Annual National Conference for Outdoor Leaders: Public, Commercial and Non-Profit Partnerships was held at Western State College of Colorado in Gunnison, September 27-30, 1990. The conference title was *Employee Preparation Toward 2001*. It was by invitation only to a selection of experts from the different agencies. A balance of gender and approximately equal representation from the different agencies was important as the goal of the conference was to produce a position paper. This paper was to reflect the views of participants on competencies that need to be taught in employee preparation for outdoor recreation toward 2001.

The focus of the conference was to address several recommendations made by the President's Commission on Americans Outdoors, which were:

to assess professional outdoor recreation education and training needs;

to facilitate the formation of public, commercial, and non-profit partnerhips to ensure that the college curricula requirements match identified professional skills needed in the field;

to address these needs in a format (through published conference proceedings) that will assist the development of college curricula designed to match the quality of physical recreation resources in America with a comparable quality and quantity of trained outdoor recreation personnel.

The conference included panel presentations with subsequent question and answer periods, futurist keynote speakers, field trips, and working sessions. As the continuing theme of these conferences will be *partnerships between agencies*, the final keynote was Dr. Roger Johnson from Minneapolis who is an expert in cooperation and communication.

We are grateful to the following sponsors and donors who graciously gave to this first annual national conference. We requested extraordinary support from our community in this effort to launch our initial conference. Our sponsors and donors responded not only generously but enthusiastically in matching the commitment of the Samuel Roberts Noble Foundation.

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DEFINITIONS OF OUTDOOR RECREATION AND OTHER ASSOCIATED TERMINOLOGY

By

Maurice Phipps

Outdoor Recreation

The definition used by the Outdoor Recreation Resources Review Commission (ORRRC) in 1962 was as follows:

> "Outdoor recreation" is not defined by statute, legislative history, or administrative regulation. The Nationwide Plan, therefore, interprets the term broadly. For the purposes of the Nationwide Plan, outdoor recreation includes these activities that occur outdoors in an urban and man-made environment as well as those activities traditionally associated with the natural environment. With the advent of indoor-outdoor facilities, such as convertible skating rinks and swimming pools, an additional dimension has been added to the complex of areas and facilities encompassed in the term outdoor recreation. (Ford and Blanchard, 1985, p. 2)

This broad definition is wider than some outdoor recreators can accept, although looking at the content of the more recent *President's Commission On Americans Outdoors* (1986), the same definition was used. Carlson (1960) suggested a definition that is more acceptable to some but is more limiting: "Outdoor recreation is any enjoyable leisure-time activity pursued outdoors or indoors involving knowledge, use, or appreciation of natural resources," (Ford and Blanchard, 1985, p.2).

However, this excludes such recreation as skiing and golf which requires modifying the natural landscape. Therefore, this definition is too narrow a definition to use in discussing the integration of commercial, public, and non-profit partnerships. A simple definition by Knudson (1984), "Outdoor recreation is commonly referred to in terms of activities of a recreational nature conducted in the open air" (p. 23), leads to the problem of defining the term recreation. Recreation is derived from the Latin word *recreare,* which means to create anew, to become refreshed and invigorated--the act of recreating or rebirth (Jenson, 1985). Jenson gives some typical phrases used to explain recreation:

1. The pleasurable and constructive use of leisure time.
2. Activity that rests one from work, often by providing a change or diversion.
3. Activities in which we engage because of inner desire and not because of outer compulsion.

> Some common elements among the several definitions distinguish the term *recreation*: (a) voluntary participation, (b) leisure time, (c) enjoyment and satisfaction, and (d) positive results for the individual. Recreation is not simply an activity. It is a personal response and a psychological reaction. (p. 6)

Knudson (1984) classifies a wide variety of activities under the heading of outdoor recreation:

- *Traveling activities*
    - Walking and hiking
    - Biking
    - Horseback riding
    - Driving for pleasure
    - Sailing
    - Canoeing
    - Boating
    - Water skiing
    - Snowskiing
- *High adventure*
    - Survival trips
    - Backpacking
    - Mountaineering
    - Rapids running
    - Certain levels of other activites
- *Social activities*
    - Games and sports
    - Camping
    - Picnicking
    - Swimming
- *Esthetic/artistic activities*
    - Photography
    - Sightseeing
    - Painting and crafts
    - Nature study
- *Survival replay*
    - Fishing
    - Hunting
    - Camping
    - Some games

(p. 24)

There are many more definitions involving leisure, recreation, play, relaxation, with such concepts as time, state of mind, absence of work, etc. For the purpose of this study it is hoped that the above definitions satisfy the current usage and understanding of outdoor recreation for planning purposes.

Other terms used in describing different aspects of outdoor recreation are: outdoor education, environmental education, wilderness education, experiential education, adventure education, adventure activities, risk activities, outdoor pursuits, outdoor activities, wilderness pursuits, tourism, commercial recreation, and natural resource management. A clarification of these terms is necessary to avoid confusion during discussion as some terms are used interchangeably, some are becoming outdated and some have different meanings internationally.

Outdoor Education

Outdoor education as defined in the USA usually is used in connection with the environment and nature study though is sometimes more broadly used to include outdoor pursuits activities such as sailing, climbing, kayaking etc. Ford (1981) uses the definition "Outdoor education is education in, about and for the outdoors" (p.12). Ford further elucidates the meaning of *For* to be:

> For *use* of the outdoors
> - wise use for leisure pursuits
> - wise use for economic purposes
>
> For *understanding* the outdoors
> - understanding the relationships of natural resources to world survival
> - understanding the importance of a sense of stewardship
> - understanding our historical and cultural heritage (as read in the outdoors)
> - understanding the aesthetics of the outdoors
>
> In summary, outdoor education may be viewed as a process, a place, a purpose, and/or a topic. (p. 13)

In the United Kingdom and Australia the term outdoor education is used more synonymously with outdoor pursuits or adventure education.

Environmental Education

Ford (1981) explains that environmental education is an expansion of outdoor education which is broader and all-inclusive to include urban as well as natural environments. Ford uses the definition from the Environmental Education Act of 1970 which states:

> Environmental education is an integrated process which deals with man's interrelationship with his natural and man-made surroundings, including the relation of population growth, pollution, resource allocation and depletion, conservation, technology, and urban and rural planning to the total human environment. Environmental education is a study of the factors influencing ecosystems, mental and physical growth, living and working conditions, decaying cities, and populations pressures. Environmental education is intended to promote among citizens the awareness and understanding of the environment, our relationship to it, and the concern and responsible action necessary to assure our survival and to improve the quality of life. (p. 14)

6 DEFINITIONS

Wilderness Education

Wilderness education is "learning to use the wilderness with so little disturbance that the signs of our passing will be healed by the seasonal rejuvenation of nature." (Petzoldt, 1984, p. 263). Petzoldt suggested that more was needed than the passing of the 1964 Wilderness Act "Where the earth and its community of life are untrammeled by man, and where man can have solitude as a primitive and unconformed type of recreation" (p. 263). Neither were restricting visitor numbers or access to certain trails and camps. Petzoldt suggested that education was necessary for the conservation of the outdoors and assisted with the development of a curriculum designed to enable the safe (environmental and physical) use of the wilderness. This curriculum included: judgement, leadership, expedition behavior, environmental ethics, basic camping skills, rations, equipment, clothing, health and sanitation, travel techniques, navigation, weather, first aid and emergency procedures, natural and cutural history, specialized travel/adventure activities, group process and communication skills, trip planning, and evaluation (Petzoldt,1984).

Experiential Education

In his introduction to the *Theory of Experiential Education*, Kraft (1985) quoted E.F. Schumacher, a patron saint of the environmental and experiential education movements: "When the available 'spiritual' is not filled by some higher motivations then it will necessarily be filled by something lower--the small, mean, calculating attitude to life which is rationalized in the economic calculus." (p.1)

Kraft asks whether we have lowered our sights and begun to use only the economic calculus of which Schumacher speaks in deciding the direction for the future of experiential education instead of Kurt Hahn's commitments: service to one's neighbor, the cause of international peace, and the development of morally responsible men and women. He illustrates in his chapter, "Towards a Theory of Experiential Learning," the intricacies of the learn by doing philosophy through the ideas of Rousseau, Dewey, Plato, Aristotle, Mao Tse-Tung, Friere, Hahn, Piaget, Montessori, and others, but makes the statement that:

> Dewey would bridle at the extreme individualism of many of today's experiential educators, who appear to emphasize the individual, almost mystical experience, of the mountaintop, as opposed to the building of a more democratic society, one of Dewey's continuing themes. (p. 13)

The term experiential education is often used synonymously with adventure education or outdoor pursuits/activities in the USA in particular with Outward Bound type courses.

Outdoor Pursuits

The term outdoor pursuits is widely applied to those activities which entail moving across natural land and/or water resources by non-mechanized means of travel. This includes hiking, backpacking, climbing (rock and snow), cross-country skiing, primitive camping (summer and winter), canoeing, rafting, caving, and snowshoeing (Ford and Blanchard, 1985). *Outdoor leadership* is the term usually used to refer to the leadership of outdoor pursuits. Currently the terms *hard* and *soft* skills of leadership are used to distinguish between the technical skills such as rope work, trip logistics, navigation, etc., (hard skills) and people skills, leadership styles, expedition behavior, group dynamics etc., (soft skills) (Phipps, 1986).

Adventure Education

Ford's and Blanchard's (1985) definition of adventure education or adventure activity are similar but slightly different from outdoor pursuits.

> Adventure activities would be those outdoor pursuits that, in addition to being based on the interrelationship of the human with natural environment, apply stress to or challenge the participants purposefully. Skill, tenacity, stamina, and courage are elements added to usual outdoor pursuits that cause them to be termed "adventure activities." (p. 5)

Ewert (1987) defined outdoor adventure as:

> . . .a self-initiated activity usually engaged in a natural setting, that contains elements of real or apparent danger (i.e., risk), in which the outcome, while often uncertain, can be influenced by the actions of the participant and circumstance. When adventure is used as a method of promoting the objectives of a particular program, the term *adventure-based programming* is employed. Likewise, if outdoor adventuring is a primary tool in an educational context, the term *outdoor adventure education* is often used. *Outdoor adventure recreation* implies using adventure as a means to achieve what are primarily recreational objectives. (p.149)

Ewert (1989) suggests that the deliberate inclusion of risk in a recreational or educational framework helps distinguish outdoor adventure pursuits from more traditional outdoor recreation and/or outdoor education activities. Another term used for outdoor adventure is "natural challenge." Mortlock (1983) divides the adventure experience into four stages:

> 1. *Play.* The person is working or playing considerably below normal abilities with minimal involvement. Fear of physical harm is absent.
>
> 2. *Adventure.* The person feels in control of the situation, but is using his experience and abilities to overcome a technical problem. Fear of physical harm is virtually absent, though he may be in a potentially dangerous or strange environment. The challenge is not set too low but neither is it too near personal limitations.

3. *Frontier Adventure.* The stage beyond and often just beyond stage 2. The person has fear of physical harm, or psychological stress and no longer feels master of the situation. With luck and considerable effort he can overcome the situation. There is a definite degree of uncertainty as to the outcome. He may have feelings of elation after the experience.

4. *Misadventure.* This is the final stage--out of control. In ultimate form the result is death. In between death and serious injury on one hand and frontier adventure on the other, there are varying degrees of both physical and psychological damage. It is possible to experience misadventure without physical injury and in mild cases the learning experience may be of value; however, fear can be of an extreme nature and where it leads to panic and terror it is unjustifiable in educational terms.

Wilderness Recreation/Pursuits

Miles (1988) states:

> . . .we engage in outdoor activities during our leisure time which involves the use and appreciation of natural resources. Further, much of our activity relies in whole or part on values of wildness for fulfillment of its purposes. These values are naturalness, freedom from conventional restraint, primitiveness, solitude, and challenge. The activities are undertaken voluntarily for their own sake, and largely involve travel by non-mechanized means. The objectives of the activities may include personal growth and are thus educational, but the principal aims are to use leisure time for enjoyment and fulfillment. The line between education and recreation is indistinct. The principal vehicles of our experience are such activities as mountaineering, backpacking, river and sea canoeing and kayaking, river rafting, cross-country skiing, and sailing. Our activities generally propel us away from centers of human activity, but we cannot use our packs and boats to entirely escape the effects of human enterprise. (p. 1)

Tourism

Tourism can be defined as "The sum of the phenomena and relationships arising from the interaction of tourists, business suppliers, host governments, and host communities in the process of attracting and hosting these tourists and other visitors "(McIntosh and Goeldner, 1986, p.4). *Adventure travel* is an aspect of tourism,. Dickerman (1978) explains:

> Adventure travel, it should be remembered, is for anyone with an adventurous and inquisitive spirit. It bears little resemblence to the deluxe tour. Depending upon the ruggedness of the expedition, you may have to put up with blistering sun or chilling cold. . . if you have never journeyed on treks powered by horse, mule, burro, paddle, pole, wind water or your own two feet. . . still you can safely venture on these expeditions in the wild. Outfitters and other services make it possible. (p. 7.)

Eco-tourism is closely aligned with adventure travel. The trend is based on people wanting to collect experiences rather than material goods. Eco-tourism defined by sally Ranney in *Tour and Travel News* is:

> ...value-added tourism, dedicated to preserving and financially supporting the environment while creating revenue by tapping the higher spending nature traveller. Eco-tourism is the concept that economic activities (eco-revenues) generated by nature attractions, natural systems, and wild creatures will stimulate protection of resources for the purpose of sustaining renewable nature travel dollars which might otherwise be developed or destroyed through improper management or short-term exploitive resource development.

Commercial Recreation

Commercial recreation/leisure services not only involve the creation of activities, programs, and facilities (the "leisure experience" itself), but also may involve the wholesaling and retailing of leisure experiences and products (Bullaro and Edginton, 1986).

Natural Resource Management and Recreation

Knudson (1984) notes that no more is the occasional hiker or the lone huntsman using the forest and the range. Today there are masses of people and without management, mass use preempts sustained use. A goal of the recreation resource manager in most agencies is to provide experiences on a sustained basis.

The U.S. Forest Service has used a classification that divides recreation participation into three catagories (Jensen, 1985):

> *Primitive* recreation involves (a) basic outdoor skills, (b) achievement of satisfying outdoor experiences without mechanized access by the user, (c) minimum controls and restrictions on the use of natural resources, and (d) a feeling of closeness to nature and isolation from civilization.
>
> *Intermediate* recreational pursuits include: (a) outdoor skills at a moderate level, (b) enough controls and restrictions to provide a sense of attachment and security while the participant still has an adequate amount of freedom, (c) a balance between being close to nature and experiencing social interchange, and (d) opportunities to participate in small groups and use skills such as rock climbing, organized backpacking, cross-country skiing, and canoeing.
>
> *Modern* recreational activities involve: (a) a feeling of being associated with nature but not close to it, (b) extensive opportunities to use outdoor skills in developed or supervised areas such as alpine skiing, picnicking, organized camping, and supervised waterfront activities, including waterskiing, boating, and swimming, (c) feelings of

security arising from controls, including waterskiing, boating, and swimming, supervision, and the presence of other people. (p. 8)

Values and Outdoor Recreation

Employee preparation is predicated on curriculum development and course design which are designed with specific goals and objectives. These goals and objectives in turn are predicated on the values of the culture, society, and the organization. Jensen (1985) suggests as values the following: challenge and adventure, cultural values, psychological values, physiological values, educational values and spiritual values. We should look carefully at the values on which we base our planning toward the year 2001.

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PUBLIC LAND MANAGEMENT SKILLS FOR THE 21ST CENTURY

By

Rick Smith

It is common to discuss the dawning of a new century in terms of change. Already in the last decade of the 20th century we can begin to sense the magnitude of this change. Computers are revolutionizing the communications process. The world order that has existed since the end of World War II is crumbling. We debate the drastic predictions of the environmental consequences of how the nations of the world treat the earth's resources. Often it appears that the only constant of the 21st century will be change.

We can fully expect that this tidal wave of change will sweep over our profession of public land management. Some of the changes are already apparent. The public, for instance, is demanding a larger role in public land management decision-making. People are no longer willing to leave decisions solely to the professionals. Agency mission statements are being modified under pressure from public land advocacy groups, many of which are increasingly critical of the consumptive uses of public resources. Agencies must subject their proposed actions to strict cultural and environmental compliance procedures that are likely to become even more strict in the future. Many of these procedures place the agencies in the difficult position of deciding between the preservation of a natural community and the continuation of a way of life that has sustained groups of people for years.

If, then, our agencies will face adapting to wholesale change in the future, we will need a new breed of employee, one that is equipped to meet the certain challenges that will accompany this change. The critical task for present-day public land managers is to be able to identify the knowledge, skills, and abilities that these new employees will need. We can then design agency training programs to train or, in some cases, retrain our current employees and begin to work with academic institutions to assure that future graduates of professional programs receive the appropriate preparation for subsequent work in the field. I understand that this symposium is a part of the identification process.

I have tried to place the following list of knowledge, skills, and abilities into priority order with the most important being first. I freely admit that I am not sure that we can teach some of these skills in an academic or agency-training environment. In some cases, what may be necessary is a change in the bureaucratic environment in which our employees work if the specific ability is to take root and flourish. I only know that if our employees do not possess these skills and abilities, they are not going to cope successfully with the challenges confronting our agencies.

I believe the most important skill for future employees will be the ability to tolerate ambiguity. The process of change implies the replacement of one set of land-management realities with another. Until the new reality, complete with policies, procedures, programs, and the like, is in place, there will be few absolutes upon which our employees can depend. They must be able to see the shades of grey that will dominate the land-management landscape instead of the blacks and whites. They must be ready to respond to new situations with creative, innovative decisions that will not come from handbooks, guidelines, or policies. In an era of change, such instruments will be hopelessly out of date before they are even published.

An example is the rapidly evolving environmental consciousness that is a factor in the American political scene. I cannot think of a single land-managing agency whose policies and guidelines are proactive in relation to this change. While the agencies struggle to catch up, our employees face an era of rapid environmental change. Often, our own employees are forcing changes in the agencies. A dissident group of Forest Service employees in the Northwest are challenging the timber practices of the bureau. The Association of National Park Rangers has challenged the personnel and administrative practices of the National Park Service, questioning whether these practices are appropriate in an era of rapid environmental change. In both cases, the groups have developed positions which have taken root in a bureaucratic vacuum in which old policies and practices simply do not work very well.

In concert with tolerating ambiguity must come the ability to manage change, not to be overwhelmed or engulfed by it. Our employees will need to see change as an opportunity to be seized, not a problem to be overcome. In my own agency, I see instance after instance of program managers literally stopped in their tracks by changing conditions. The most common reaction to change is to deny that it is happening. This attitude is a certain prescription for failure. The second most common is to be angry about the change, to worry how it is going to affect the employee personally. This reaction will stifle the flexibility and creativity that they will have to bring to bear upon the issues that arise because of change. It is difficult to be innovative when one is angry.

Managing change often means taking risks. That is the third attribute that our employees will need. To be successful in a time of change does not mean doing things the way they always have been done. Taking risks is scary, but employees can reduce the chances for disaster considerably if they carefully analyze the pluses and minuses of a risky decision before they make the decision. Failure to do so converts a risk decision into a kamikaze run. Without careful analysis, the agency must improvise its responses to public comment. Such improvisation will often cause more problems than it purports to resolve.

Taking risks implies a highly refined ability to set priorities and communicate those priorities to other agency employees and to the diverse groups with which the agency deals. Setting priorities is a skill, not a God-given gift. Our employees can learn to do it better than what most of them do now. It requires that they spend their time only on those programs and projects that most fully accomplish agency goals and objectives. Too often, though, the goals and objectives are so poorly articulated that our people cannot set priorities. They simply do not know what is most important. Without clearly defined and mutually agreed upon goals and objectives, it is impossible to mobilize the efforts of people to accomplish tasks.

Once the goals and objects are defined and the priorities established, our employees must be able to communicate them. Yet, most of them are such poor communicators that they can never tell anyone what the plans are. In the future, when our actions will be subjected to ever more public scrutiny, the ability to communicate ideas and to build public consensus for proposed actions will be vital for agency success.

Discussing issues in public is sure to generate controversy as public land managers face a growing number of constituent groups competing for public resources and making more demands on our agencies for what these groups consider to be their share of the resources. Our new breed of employee is going to have to be comfortable with controversy, recognizing that conflict resolution will demand another skill, that of negotiation. Employees will have to negotiate with a wide variety of people and groups, many of whom will have diametrically opposite objectives during the negotiating sessions. All of the skills of negotiation--when to compromise and when to stand firm, setting up win-win situations, sizing up areas of potential agreement--are the abilities our employees will have to possess in the future.

Dealing with the variety of interest groups will require another skill from our folks, that of recognizing, valuing, and dealing with cultural diversity. The racial, cultural, and ethnic makeup of the users of public lands is rapidly changing. No longer can we assume that these users will primarily be white and come to our areas in traditional nuclear families. Not only will the users represent the diverse mix of American society, but also they will come in single-parent or extended families. More of them will be older and will arrive in non-traditional forms of transportation. Many more will not speak English as their first or second languages. Disabled people will represent a larger percentage of users, especially after the Americans with Disabilities Act becomes public law. All this means that our employees will have to be more sensitive to this kind of diversity.

This sensitivity, of course, will have to be applied to our work force, also. The Forest Service estimates that approximately 50% of the people who will be employed by the bureau in the year 2000 do not currently work for the Service. Other land-managing agencies have lower estimates, but all are in the 35 to 40% range. The question is, who will these new employees be? One fact is sure. If agencies wish to remain competitive for top quality in a shrinking labor pool, these new employees will not be predominately white males as they almost always have been. Eighty percent of the entries into the labor pool in the next 10 years will be women, minorities, or immigrants. Our workforce will surely have to reflect this fact. This means that our current crop of frontline supervisors will face managing a workforce that will be fundamentally different than it now is. They will have to be much more sophisticated in dealing with cultural, racial, and gender differences. They are going to have to push our agencies into adopting flexible programs that will allow us to retain these new employees after we have made the substantial training investment that we make in our employees' first few years of service. That is going to mean the implementation of programs such as job sharing, dual careers, language training, child care, flex-time scheduling, cross-cultural training, and a host of other innovative ways of scheduling and accomplishing work. Our employees are our most visible symbol of our agencies' commitment to equality of opportunity for our employees and to equal provision of services to our user groups.

Our employees will have to focus increasingly on results, rather than on process. One of the fundamental flaws of every bureaucracy is its fixation on process. Whenever an agency completes a management review of one of its components, the review team invariably focuses on process: are all the required plans in place, are administrative controls adequate, have the required number of public meetings been held, have equal opportunity goals been met, etc.? In almost no instance with which I am familiar is the real question asked: is this unit, office, park, forest, or preserve better managed because of these efforts? Are resources better cared for? Are user groups better served? Even if the so-called peace dividend becomes a reality in the 21st century, I know of no one who truly believes that the dividend will provide the amount of money necessary to accomplish all that needs to be done in public land management. We are going to have to find employees who are willing to concentrate on what we might call the bottom line, to focus their attention, energy, and resources on the agency's core mission. We will not have the luxury of continuing to deal with process.

This focus on results is one of the assumed products of strategic planning, a process that allows an agency to assess its ability to cope with predicted changes in its area of jurisdiction. Almost every land-management agency has its version of what my agency calls its 21st century task force. The Director of the of the National Park Service charged the members of the task force with analyzing the environment in which the Park Service would operate in the next century. Once they had completed this analysis, the task force was to assess the agency's ability to meet the challenges that would arise from this predicted future.

Although its members were carefully selected, the task force found the analysis and assessment tasks extremely difficult. Very few members had the required analytical skills to chart the future environment of the Service and to assess what changes would be necessary if the agency were to operate successfully within it. Our future employees, in addition to possessing technical skills, must have the ability to analyze complex issues and develop plans for their resolution. In the past, agencies have devoted their recruitment strategies to either finding highly skilled technicians or fulfilling affirmative action goals. While neither course of action is wrong, and the latter is certainly an important factor in developing diversity within our workforces, it is clear that we are going to have to add some thinkers to our ranks.

Adding these kinds of people is absolutely critical since land-management agencies face some threat of becoming irrelevant in the 21st century. It is common to argue that public lands will become all the more important in the future since we live in a society that is rapidly closing in on its remaining open spaces. There are several holes, however, in this optimistic view of our future importance. The first is demographics. By the year 2000, an overwhelming percentage of Americans will live in urban areas. More of these people will be non-white, will be older, will live in non-nuclear families, and will be heavily involved in the issues of urban America. None of these groups is a particularly heavy user of public lands. The second is economics. To rebuild the infrastructures of the urban areas where people will live is going to require a massive capital investment in roads, sewers, waste management facilities, and similar public works projects. Spending on public land issues could be seen as a luxury that the nation cannot afford. We will need our best thinkers to develop strategies for plans and programs that will assure that our agencies remain relevant in the future.

If land-management agencies are successful in finding employees with the skills and abilities I have listed, agency leaders will have to create an environment in which these employees can fully utilize their talents. For many agencies, this is going to represent fundamental changes. Bureaucracies tend to stifle creativity. Rigid lines of authority hamper delegation. Concentrating decision-making power in the hands of a few discourages risk taking. Guidelines, policies, and manuals substitute for independent thought. Agencies will have to develop a vision for the future that stimulates their employees and must create an atmosphere in the workplace that permits employees to work together to achieve the elements of the vision. Even the brightest and best will fail if these conditions do not exist.

WHAT CRESTED BUTTE MOUNTAIN RESORT FEELS THE SKI INDUSTRY IS, IN GENERAL, LOOKING FOR IN COLLEGE GRADUATES

By

Rick Jernigan

Editors' note: The following was presented as part of PANEL #1: PUBLIC, PRIVATE, PUBLIC. A transcription of the question and answer period can be found in Appendix B.

Like most recreation oriented businesses, we suffer extreme fluctuations in the number of people we employ throughout a year. We employ approximately 125 people year round; while in the height of our season we employ up to 750 people. Obviously, we have distinct types of employment opportunities.

Criteria for hiring seasonal employees can vary radically given the condition of the economy, housing availability, etc. At times we can be very selective; however, in the last few years our selectivity has been severely limited by the lack of applicants; we have hired just about anyone who has applied. At the same time, we have been extremely successful with what we call our student program. We have found that a large number of students who are planning a semester off from college are very interested in working at ski resorts. In the spring we recruit at approximately 20 campuses throughout the Northwest, usually finding between 80 to 100 student employees. We arrange housing, jobs, and provide a scholarship if they finish the season. This program has worked very well for us. Many of our key people have started with us in the student program. Our Director of Sales and Controller are two positions that were filled by students who returned to college, finished their degrees, and returned to the ski area.

In regard to the full-time employees, there are several observations that can be made. Woody Allen once said that 50% of keeping your job was showing up. Dr. Ken Blanchard has modified that to say "60% is showing and being on time." We modify Dr. Blanchard's statement to say that 60% is showing on time and being prepared to work. Additionally, I feel another 15% of keeping a job is directly related to attitude. This leaves us with a very important 25%, and that is the ability to execute the specific job assignment. This is, hopefully, what was learned in college and from previous experience. This 25% factor is crucial because it's usually what will open the door to the job in the first place.

In our wish list for the ideal candidate it is very clear that we have a list of general requirements as well as some very specific requirements. The general requirements are primarily business skills.

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General Educational Requirements and Comments

1. Communication skills. This was rated in my straw poll of department heads as perhaps the most critical general abilities requirement. It includes both written and oral abilities. I believe that any college format has to provide a strong foundation in communication.

2. Computer skills. Virtually every manager and department head has access to a computer on a daily basis. They are used for scheduling, budgeting, forecasting, planning, ordering, inventorying, ect. As a minimum requirement, a college graduate should have a working knowledge of spreadsheet analysis software, such as Lotus.

3. Math skills. Severely lacking in most applicants.

4. Finance and accounting. Severely lacking in most applicants.

5. Economics. Where is your business coming from? What factors affect it? How do you adjust?

6. Personnel administration. I have department heads that manage 250 employees. A working knowledge of personnel management is critical to their success.

7. Psychology.

General Requirements Less Easily Taught, But No Less Important

1. Teamwork skills. The ability to work well in the scope of a group.

2. Thinking and logic skills. We have modified our interview procedure away from questions as "What have you done?" to "Tell me about a goal you have set for yourself and how you went about achieving it."

3. A sense of humor. Can it be taught? I'm not sure, but I can promise you that in my business it really helps.

4. A good work ethic. Many college graduates have demonstrated a work ethic just by getting through college, but there are still several people that apply for work, get a job, and think the world owes them a living. I can promise you that my company does not abide by this logic.

5. Moral integrity and reliability. Are these taught? I'm not sure, but they are crucial in the hiring of a long-term employee.

6. An appreciation and understanding of the environment.

7. A service attitude. Critical to success. We feel that this is so important that we have contracted with Dr. Ken Blanchard to consult with us on a yearly basis. Dr. Blanchard is the author of the *One Minute Manager* and consults on a concept call legendary service. The point made in the best selling book *Service America* is the same made ten years earlier in *Megatrends*, and that is that we have moved from an industrial nation to one that is information and service oriented. We feel strongly that service is what will differentiate us from our competitors. To stress how important this is, a White House Office of Consumer Affairs study showed that:

1. Ninety-six percent (96%) of all unhappy customers never complain directly to the company about rude or discourteous treatment.

2. Ninety percent (90%) of the customers dissatisfied with service just never return.

3. Every unhappy customer's negative story will be shared with at least nine other people.

4. Thirteen percent (13%) of all unhappy customers will relate their stories to more than 20 people.

5. Sixty-eight percent (68%) of customers who cease doing business with a company do so because of the company's attitude or indifference towards them.

Quite simply, we can't be successful as an industry if we can't find people that are cognizant of just how important service is.

Specific requirements vary greatly by department. For instance, in Resort Services which consists of restaurants, rental shops, retail shops, ski instruction, nursery, and building and grounds maintenance, we require the following:

1. Restaurant management
2. Culinary science
3. Catering
4. Education
5. Marketing
6. Physical education
7. Maintenance skills
8. Technical ski knowledge

In Mountain Operations specific skills include:

1. Vehicle maintenance
2. Lift maintenance
3. Mountain planning

4. Mountain and snow safety
5. First aid
6. Engineering
7. Construction
8. Design
9. Risk management
10. Snowmaking
12. Racing

In Property Management specific skills include:

1. Hotel management
2. Real estate
3. Accounting
4. Owner relations
5. Building maintenance

In Marketing and Sales skills include:

1. Marketing
2. Sales
3. Advertising
4. Public relations

Other specialty skills and jobs include:

1. Computer science
2. C.P.A. and accounting
3. Travel agents
4. Central reservationists
5. Special events coordinators
6. Personnel administrators

Obviously no position is limited to these specialized backgrounds. We have a philosophy major working as an accountant; a philosophy and religion major as Vice President of Marketing; a doctor of physics who works as a cook; a medical doctor working in retail, etc. These people are the exception; many of them have earned their position through previous work experience.

Lastly, the successful employee must have a strong desire to work in the ski industry. There are many tradeoffs in making that decision. On the negative side, there is usually: a very high cost of living; intense seasonality; a work force that is generally unskilled, short-term, and not dedicated, just to name a few. On the positive side: you generally live in a beautiful, unspoiled, pristine environment; you also have immediate access to a wide variety of outdoor recreation.

Gone are the days of the ski school instructor being made marketing director. The industry has matured to the point where criteria for hiring require that a candidate be well-versed in communication, thinking, and business skills; that one possess strong, positive personal characteristics to get a good job done; that one has some very special abilities or specific skills in specific areas.

EDUCATION REQUIREMENTS FOR NATURAL RESOURCE BASED OUTDOOR RECREATION PROFESSIONALS

By

Gary Elsner, Jay McConnell, and Denise McCaig

Editors' note: The following was presented as part of PANEL #1: PUBLIC, PRIVATE, PUBLIC. A transcription of the question and answer period can be found in Appendix B.

Introduction

The business we are about to discuss is important. Recreation is the revitalization of the human being--physical, mental, and spirtual. And what better place to perform this revitalization than in a forest environment!

The Forest Service is in the business of creating memories that last a life-time--memories that repeat "yes, we're in love with life; and with the spirit of living!" We contemplate this message in a healthy environmnent, and we need this renewal more and more frequently in our fast-paced, professional lifes.

The Resource Based Recreation Professional

Currently, there is no professional series in the government for the resource-based recreation professional, at least not one that has positive education requirements. The positive education requirement is important--because without it the profession will not advance, and without it we can not set meaningful professional standards.

There is renewed interest in developing a new professional series which recognizes the need to manage recreational lands and recreational visitors. The new professional series would recognize those professionals with training in both resource management and the social sciences. Interest in the new series is a result of the work of the President's Commission on Americans Outdoors, and as a consequence of the skills needed to prepare individual forest land management plans. The Forest Service has formally gone on record twice in calling for such a professional series: once in the 1988 publication, *The National Recreation Strategy*, and recently in a letter from the Chief of the Forest Service.

First, let's describe briefly the current role of the different series in hiring individuals in outdoor recreation. The Forest Service now uses a number of Office of Personnel Management (OPM) series in recruiting and filling these positions. For example, we use the 460 series (forestry), the 807 series (landscape architecture), the 193 series (archeologists), the 401 series (biological sciences), as well as a number of others, including the 023 series (outdoor recreation planners). We typically advertise our recreation jobs simultaneoulsy in these series and others so that we are able to hire individuals trained in any one of these areas who had indeed specialized in outdoor recreation. This may seem to be a backward way to do business, and we would be the first to agree that this creates a problem in the hiring of professional outdoor recreation specialists.

As a result, we have recently joined forces with six other federal agencies and are pursuing the possibility of creating a new series specifically for resource-based recreation professionals. These agencies include the Army Corps of Engineers, Bureau of Land Management, National Park Service, Bureau of Indian Affairs, Fish and Wildlife Service, and the Bureau of Reclamation. We estimate that this pursuit will take from two to three years. The importance of recreation professionals has been underscored by the President's Commission on Americans Outdoors and more recently by President Bush when he received the annual award of the Great Oudoors from the Coleman Corporation and the American Recreation Coalition.

Even with seven agencies joining forces, there is no guarantee of success. We need your (outdoor recreation professors) support also. The task is now to convince the Office of Personnel Management and the personnel offices of the Departments of Agriculture, Army and, Interior that there is a critical need to create the series.

We need to be able to answer such questions as:

1. How large a population are we talking about, i.e., how many positions would you have, how many individuals with these special skills? This is where the joint effort of all the federal agencies is important.

2. What are these special skills? There are a number of studies in existence. We have completed a cooperative study with Texas A & M university to identify these skills. Another source of data is the content of our own in-service training to correct the perceived deficiencies.

3. What happens if you are not able to hire individuals with these skills, i.e., the cost of failure? We are presently gathering case data within the various agencies to answer this question.

Education Requirements

Assuming we secure approval to develop a series, we then need to define the positive education requirements for the new series. Presently, there are a number of curricula in natural resource colleges throughout the nation that come close to what we would envision as being necessary. The accreditation and certification standards prepared by the National Parks and Recreation Association will be another useful source of possible requirements.

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Based on our studies and the experience of some of our managers, here are some of the areas we consider important for the resource-based recreation manager. These are not listed in any order or priority and do not necessarily represent individual courses.

1. An understanding of the management techniques for the basic natural resources, e.g., water, forage, wildlife, recreation, fiber/timber, minerals, wilderness, and cultural resources.

2. History of the conservation movement from 1850 to the present.

3. Fundamentals of political science with special emphasis on the political process at the state and federal level.

4. Fundamentals of economics.

5. Accounting and financial management for the small business.

6. Basic concepts of maps, surveying, and property ownership.

7. Natural resource protection, i.e., fire, insects, and disease, including fire ecology.

8. Principals of management including planning, organizing, staffing, directing, controlling, budgeting, etc.

9. Fundamentals of remote sensing and photogrammetry.

10. Basic computer skills, e.g., the daily use of word processing, spread sheets, and data bases.

11. Data/information management.

12. Communications and listening skills.

13. Recreation planning including the use of the Recreation Opportunity Spectrum system, use and demand data, and integration of recreation planning alternatives with multi-resource planning.

14. Multi-resource inventory techniques and biometrics.

15. Interpretive planning, media production and programming, including resource management and cultural resources.

16. Management of the recreation resource.

17. Planning, designing, constructing, and maintaining recreation facilities.

18. Management of recreation activities.

19. Marketing the recreation resource.

20. Understanding and working with the recreation visitor.

21. Providing recreation opportunities for special populations, i.e., access.

22. Fundamentals of sociology relevant to recreation management.

23. International recreation and tourism.

24. Fundamentals of law enforcement.

25. Fundamentals of cultural resources.

26. OTHER.

These are the needs. How much and what is appropriate for the undergraduate/graduate curriculum, and what is the responsibility of the employer will be issues to be negotiated between the academic community and the employers.

Conclusion

In addition to all of the above we have in recreation something that is probably unique to recreation management and that is the skill/characteristic of personality. You have to like people! Could that be changed by education?

Students considering resource-based recreation as a career need to be very aware of this. Studies to date indicate that liking people is not a strong characteristic of many natural resource professionals. The present system seems to be that those natural resource professionals who like people tend to gravitate towards recreation management, picking up a smattering of understanding of the skill areas I have just mentioned. In recent years we have tried to augment this on-the-job experience with formal education in an academic environment of the most critical skill needs. These tend to be primarily in the communications/listening and people management areas.

Recreation management by our agency will move ahead in the 1990s if we continue a strong people-focus, balanced with a strong resource respect--specifically, if we concentrate on two goals: first, taking exceptional care of our customers and providing a quality environment and, second, creating a management environment that encourages constant innovation.

AN ACADEMIC DEFINITION OF A RECREATION RESOURCE PROFESSIONAL

By

Dr. Glenn E. Haas

Editors' note: The following was presented as part of PANEL #2: NATURAL RESOURCES, COMMERCIAL RECREATION/TOURISM, WILDERNESS PRESERVATION. A transcription of the question and answer period can be found in Appendix B.

Discussions about a professional federal job series for recreation resource planners and managers can be traced back to the late 1960s. Since that time several initiatives have been taken by the National Recreation and Park Association to have such a series created, yet little has been accomplished. Recently, it has become apparent that the national offices of our key federal park and recreation agencies wish to create a professional job series. Towards that end, agency professionals, university academicians, and the National Recreation and Park Association must work together to establish the minimum qualification requirements.

By using the Basic Requirements format for the OPM (Office Of Personnel Management) GS-460 Forestry series and the GS-486 Wildlife Biology series as a model, what follows is my recommendation of the minimum qualifications for a recreation resource professional.

This would result in a rigorous higher education degree program and lead to a cadre of high quality recreation resource professionals. It would provide a level of specificity needed for colleges and universities to structure and maintain academic programs that are responsive to their professional clients and give our students and young professionals the knowledge and tools for successful professional careers. It would also enhance the credibility and role of our professional association--the National Recreation and Park Association. As federal agencies are stewards of our public land trust and our colleges and universities are stewards of our future leaders, we must come to closure on this most critical issue.

Basic Requirements

A. Four year degree: recreation resources or a related subject-matter field, which includes a total of at least 48 semester credits in a program accredited by the National Recreation and Park Association. More specifically, the program should include a diversity of courses in:

1. Recreation Resources. At least 16 semester credits in such subjects as recreation planning, management, design, economics, programming, budgeting, policy, administration,

interpretation, philosophy, and visitor behavior management; law enforcement; cultural resource management; trails and river management.

2. Communication. At least 16 semester credits in such subjects as interpretation, environmental education, marketing, advertising, journalism, composition, speech, and public relations; telecommunications; adult education; environmental ethics and computer-based communications.

3. Natural Resources. At least 126 semester credits in such subjects as forestry, fisheries, wildlife biology, range management, soils, watershed management, air resources, wilderness, natural resource policy, land-use planning, geographic information systems, remote sensing, fire science, ecology, landscape architecture, earth resources, botany, and horticulture.

OR

B. Course work of at least 48 semester credits as described above in section A, plus additional appropriate experience or education, which when combined with the 48 semester credits will total four years of education beyond high school or four years of education and experience beyond high school.

The quality of experience must have been sufficient to give the candidate professional and scientific knowledge equivalent to that normally acquired through the successful completion of a full four-year course of study as described in A above and accredited by the National Recreation and Park Association.

COMMERCIAL RECREATION STANDARDS AND SKILLS

By

Dr. Lynn M. Jamieson

Editors' note: The following was presented as part of PANEL #2: NATURAL RESOURCES, COMMERCIAL RECREATION/TOURISM, WILDERNESS PRESERVATION. A transcription of the question and answer period can be found in Appendix B.

Background

A key characteristic of the field of outdoor commercial recreation is the fragmentation of professional associations, curricula, and orientation of those employed in the field. As a result, the possibility of determining a unique set of characteristics of a typical professional in the field is challenging at best and impossible at worst. The leisure industry potentially has several hundred professional organizations that claim a portion of the industry. Often, such organizations are setting-specific rather than functionally broad enough to encompass a majority of the professionals in the field.

A second characteristic of the field is the uniqueness of issues and problems facing the industry to include the following:

1. Seasonality: This field is seasonally dependent upon ideal short periods of time in order to survive from a business perspective.

2. Demand: The changing demand from clients in this field causes difficulties in the effectiveness of any business venture.

3. Substitution: The nature of most clients' interests can be met by several functionally related activities.

Several trends affect the essential skills that are needed by the outdoor commercial recreation professional. One trend is the tremendous reorganization that is taking place in our society which can cause one to identify many business opportunities. Another is the fact that the tourist industry is expected to be the number one industry by the year 2000. A third trend is the need for new faculty members as the majority of faculty on campus will retire in the next 10 years. Further, activity trends suggest a move from sport to arts as the key, economically sound business to enter by the year 2000. We also will see a flattening of the organization, a greater focus on customer service, and a need to adapt to a global economy.

Specific Studies

Four key studies are reported here that address the commercial recreation competencies needed by a professional in the field. In each of the studies below, the top skills are reported from the results obtained through research.

A. National Recreation and Park Association.

1. Uses marketing techniques to sell programs
2. Forecasts revenue for fiscal year
3. Promotes the implementation of program standards
4. Supervises subordinate paid employees
5. Conducts recreation programs
6. Designs recreation programs
7. Develops schedule for recreation activities
8. Manages facilities
9. Develops goals and objectives for program
10. Assesses individual client needs

B. North Carolina Study.

1. General administration and management techniques
2. Business correspondence
3. Labor cost control
4. Personnel management
5. Fees and charges
6. Application of safety regulations
7. Maintenance
8. Equipment selections
9. Liability insurance
10. Marketing

C. Ellard Study. Emphasizes five clusters of skills for commercial recreational sport managers.

1. Business procedures
2. Resource management
3. Personnel management
4. Planning and evaluation
5. Programming techniques

D. Weber Study. Emphasizes 40 accreditation standards in commercial recreation (located in these proceedings in: Development of accreditation standards for commercial recreation curricula).

Key Attributes of the Commercial Recreation Professional

In addition to what is suggested in the above listing, a commercial outdoor recreation professional will need the following abilities in order to be prepared for the year 2000:

1. Languages
2. Computer technology
3. Innovation
4. Entrepreneurship training
5. Legal understandings--liability awareness and risk management
6. Participative management techniques
7. International business
8. Arts
9. Fiscal management
10. Client knowledge

Such a manager will be viewed as a risk-taker, one who is research/analysis oriented, who is proactive and service oriented. Further, such a manager will have tremendous language proficiency and will have a level of commitment to the business that is beyond the bottom line.

Implications

On the broader topic of fragmentation, the commercial outdoor recreation specialist will need to unify with other similar fields of endeavor within the leisure industry in order to present a broader professional approach which will reflect competencies needed in these fields, have professional organization backing for the advancement of the field, and be able to utilize the umbrella of a more powerful organization. It is suggested that the National Recreation and Park Association be encouraged to encompass the outdoor and commercial recreation fields to more broadly represent the industry.

Through the research shared in this presentation and other efforts, it is clear that there are guidelines that would support development and accreditation of a curriculum, certification possibilities, and on the job training indicators.

It is suggested that more opportunities for this type of forum be available to determine how to approach the essential skills of the commercial,outdoor recreation educator.

WILD PLACES, WILDLIFE, AND ECO-TOURISM: OUTDOOR LEADERSHIP DEMANDS IN THE NEW WORLD

By

Sally A. G. Ranney

Whether we like it nor not, during the next decade our generation faces the most difficult challenge any generation has faced thus far. We will decide the fate of the natural world--of biodiversity. And with more population than the planet has ever experienced, demands for and uses of our outdoor resources will only continue to increase .

Wilderness is the centerpiece of biodiversity. And America's Wilderness Preservation System is the world's premier example of an approach that works to that end. Wilderness is the stabilizing factor for societies under fire to consume and exploit.

I have been asked to discuss wilderness preservation as related to outdoor leadership. First, I want to set the stage regarding the concept of wilderness: Why it is so important, and how it relates to leadership. Second, I will discuss eco-tourism, a predictable but unseeming alliance: It was unthinkable 10 years ago that the combination of commercial recreation and *wildness* would become a major trend in land use management and economic development. Third, I will outline what I believe to be the skills and qualities needed by the new generation of world resource and recreation leaders: No discussion or curriculum dealing with outdoor resources/recreation and its respective leadership can proceed with integrity or full dimension without addressing our responsibilities to biodiversity as prudent and ethical managers, politicians, educators, vendors, marketeers, recreation industry representatives, chambers of commerce, recreators, and planners.

Either by default or conscious decision we will choose to protect or lose forever the remaining wilderness in the United States, the rain forests of South America, elephants in Africa, hundreds of thousands of acres of unimaginable beauty, and scores upon scores of species. In making those choices we also decide the fate of humans as we cannot survive apart from our very source. (Global warming is a blessing in disguise. It is the lazy man's path to enlightenment about the consequences of human actions on natural systems.) Unlike many other pressing issues of our day, wilderness doesn't get a second chance. When paradise is paved, it's gone. Extinction is forever.

So wilderness is no longer just cocktail conversation or beautiful four-color coffee table books. It is serious business, not only because the resource of wilderness is diminishing worldwide, but also because wildness is becoming the focal point of one of the fastest growing components of the travel industry. I'm referring to the travel phenomenon called eco-tourism.

Before we look at the idea of eco-tourism, let's take a close look at the concept of wilderness.

There is great comfort in knowing that no government, no technology, no army can withstand the strength of an idea whose time has come. And so it was with the idea of protecting wilderness. In the beginning, it was thought to be dangerous. That, of course, simply validated it because an idea which can never be considered dangerous perhaps is not worthy of being called an idea in the first place (Don Marquis)!

But what was the idea, really? Was it a five-day hunt during which time one would cross no roads--a blank spot on the map? Or is it something more basic and primal?

When the concept of wilderness preservation was introduced, it was the first time in our country's history we recognized our next challenge was *restraint*. We were so used to frontier fever (and as Roderick Nash would say, still suffer from "frontier hangover"): conquering, mastering and dominating. The fact that the concept and its champions were met with resistance was evidenced by the many-year battle that surrounded passage of the Wilderness Act. Yes, wilderness was a different idea: to protect the place of wilderness where the genius of nature could go on unmanipulated, a counterpoint to development acknowledging four billion years of nature's wisdom and genetic secrets. The purpose of this system of untrammeled lands was also to protect the spirit of wildness, and to place a value on the benefits nature's solitude holds for man and other creatures alike.

It is no wonder this idea met with resistance. After all, we were blind for the most part to the virtues of wildness. We prided ourselves in hoeing, burning, cutting, building, settling, roading, using, stripping, scratching, taming, burning, selling, pawning, flooding, trading, digging, drilling and damming our lands. We did not recognize that our cultural heritage evolved from the very thing we were destroying. It is no accident of history that we are a nation of resourceful, ingenious, resilient, generous, independent people. These were all characteristics needed to survive in an expansive new land of wilderness, and thus it created our very national character.

Wilderness was actually the core idea (most people don't realize this unless they have traced the origins of the conservation movement) that spawned the most significant social movement of this century, perhaps of human history: the movement of environmentalism.

When enacted into law this idea was articulated in the Wilderness Act. As significant as the language itself was, the fact is, this was the first legislation in the country which mandated public involvement in decisions affecting the country's land and natural resources. It opened the doors for public participation to take place during administrative decision-making processes, not after the fact when the issues had already migrated to Congress. It gave the public the opportunity to be proactive versus reactive, and it changed significantly and forever how public land managers viewed their mandates because it redefined "the public interest," consequently changing the training of professionals in the field of forest/resource management.

Twenty-six years later here we are: 91 million acres, some 40 million of which are in Alaska, 3.6 million acres per year, .01 acres per U.S. citizen. Almost every ecosystem is represented. The most glaring omission to date is a tallgrass prairie.

Protecting free-flowing rivers rests on the same philosophical and ecological foundation as wilderness. Rivers are the circulatory system of the planet. The Wild and Scenic River System encompasses approximately 11,000 miles of free flowing rivers out of a total 3.2 million miles of rivers in the U.S. Of that 3.2 million miles, only 60,000 miles have been inventoried as still being left in a condition that meet requirements for inclusion into the system.

Close your eyes. If you can imagine for a moment a map of the United States painted all green, all wilderness, with a few red dots on the East Coast representing development and settlement. This is 300 years ago. Now imagine the same map painted all red, with only a few dots of green, primarily in the West and Alaska. That is protected wilderness, a very small percentage of the U.S., about 4% to be more precise. What power has been wielded upon the land in such a short time to reduce to those few green dots what nature took four billion years to create. Carl Sagan says that the society that survives is the one that retains at least half of its territory in parks and wildlands: a provocative perspective that makes one pause.

What is the unfinished business? Some examples. Southeastern Utah Bureau of Land Management lands: 5.1 million acres of proposed wilderness; magnificent sandstone canyons of unparalled beauty, some rising 1,500 feet over head and only as wide as the Great Wall of China (four horses abreast). Montana: six million acres proposed for protection along with Idaho's nine million acres (where two of the nation's deepest canyons are located, deeper than the Grand Canyon). The California Desert. The Arctic National Wildlife Refuge (ANWR) which has become the national showdown between consumption and conservation, oil and wilderness, ideologies and values. But even more important than the ANWR debates perhaps is the poignant thought that 180,000 non-voting caribou depend upon our decisions.

A different idea, wilderness? Yes, a world unique, an envied land-use management approach. As we continue to entrap ourselves in an evermore crowded, sedentary and synthetic world and wilderness becomes more scarce, it becomes evermore valuable--priceless actually--just as Central Park has become to millions of New Yorkers. Man's hunger for wild country, its solitude, pristine waters, clean air, and opportunities to commune with wild creatures of the planet is already showing signs of becoming ravenous.

This appetite is called eco-tourism; the predictions are it will continue to grow, and, consequently, a new breed of professionals will be needed. Eco-tourism is predicated upon touring the natural world--and the wilder, less disturbed, the better. Eco-tourism is closely aligned with adventure travel which is called by the *Wall Street Journal* the fastest growing segment of the U.S. travel industry, accounting for 10% of the $275 billion Americans spend annually on tourism. *Fortune Magazine* recently stated that eco-tourism is the fastest growing industry in the minimum environmental impact business. And *American Demographics* say their data indicate more Americans are going to be lured to the West by the promise of different and more adventurous, nature-related experiences. And there is a trend that Americans want to collect experiences now versus material goods.

The reason nature-based adventure travel is growing so rapidly is the increased public desire to be part of nature, and because the environment has become the number one social concern of the world community. Adventure travelers want experiences that are socially conscious, environmentally sound, healthful, bring them close to wildness, provide a personal challenge at some level, (e.g., learn a new skill), and an opportunity to participate one-to-one with nature.

Adventure travel includes experiences such as river rafting, sea kayaking, llama and camel trekking, flyfishing, horseback pack trips and backpacking, scuba diving, cultural explorations, photographic expeditions, and a variety of other nature-based activities.

Nature-related adventure travel is viewed in two categories: *hard* and *soft*. Hard adventure appeals to a smaller segment of the market, and requires past experience in the specific activity in which one is engaged (e.g., climbing expeditions). Those who take hard adventure trips need to be physically fit and mentally strong. Hard adventure is high risk, attracts the person who wants to test individual limits, and is less concerned with comfort and convenience.

Soft adventure appeals to a much broader and more diverse market. This market is comprised of individuals who have less physical conditioning, but who are in general good health. In most cases prior experience is not necessary to participate. Yet the soft adventure traveler is looking for a trip (experience) that will challenge him/her in a natural setting, provide some conveniences and some assurances that, although there is risk involved, the activity is as safe as it can possibly be. In both cases, the adventure traveller profile is currently referred to in the travel industry as the (F)ree (I)ndependent (T)raveler (FIT).

Eco-tourism, defined by this author in *Tour and Travel News*, is:

> ...value-added tourism, dedicated to preserving,and financially supporting the environment while creating revenue by tapping the higher spending nature traveller. Eco-tourism is the concept that economic activities (eco-revenues) generated by nature attractions, natural systems, and wild creatures will stimulate protection of resources for the purpose of sustaining renewable nature travel dollars which might otherwise be developed or destroyed through improper management or short-term exploitive resource development.

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The implications this growth holds for the economy and associated industries is just now being recognized, and is evident in the statistics. I was appointed by President Reagan in 1986 to serve on the President's Commission on Americans Outdoors (PCAO). Our studies showed that 25 years ago 5,000 people had rafted a river. Now the number exceeds 35 million. There are 62 million fishermen, 53 million boaters, and 24 million hunters in the U.S. If averaged over a year, there are about 1 million visits a day to national parks. Outdoor recreation on federal lands, where the majority of wildlands and spacious natural environments exist for adventure travel/eco-tourism activities, has increased 138% in the last 20 years. The eco-tourist spends more than the traditional *sun and fun* vacationer for the same period of time, and a recent travel agent survey shows that 21 % of the clients booked are searching for outdoor adventure travel opportunities.

A recent study by World Wildlife Fund (WWF) demonstrated there is growing public awareness of the environment and conservation. This has precipitated an environmentally conscious travel consumer who is looking for both the wilds and socially beneficial ways to spend vacation time, e.g., trips through Earthwatch, American Wilderness Adventures, Audubon.

Although eco-tourism is perceived as a primarily Second and Third World phenomenon for such countries as Belize, Costa Rica, Kenya and Brazil, areas that are nature-bountiful, it is rapidly becoming evident that nature travel dollars can also protect natural areas and stimulate depressed rural communities both domestically and overseas. In the western states of the U.S. this is particularly true. As a premier example of this principle at work is the protection of the Arkansas River in Colorado as a free-flowing river in order to protect the tourist dollars the rafting and fishing industries produce for local communities. In fact, in Colorado alone over $6 billion are generated annually from recreation on public lands. Tourism in Rwanda, Africa, sparked by the movie "Gorillas in the Mist," has all but shut down poaching of gorillas. Nothing Diane Fossey did during her life time, even the many National Geographic articles and speaking tours, did for the mountain gorilla what mass media did. The foreign exchange brought in by tourists wanting to view the gorillas is much more profitable over the long term than gorilla-hand ashtrays. Nova Scotia is promoting adventure travel as a destination focus with the lure of whale watching, eagle watching, ocean kayaking, wilderness camping and back-country canoeing along its 4,625 miles of maritime and marine features found nowhere else in the world in one geographic location. Kenya reports that conservation of wildlife and natural wild places is a better investment than development. It has a tourist industry of 750,000 travelers spending $250 million annually. Utah is finally realizing its canyon country might be more valuable intact than mined for tar sands. Patagonia, Argentina, is interested in an eco-tourism plan for a region of some seven million roadless acres. In the Alti region of the Soviet Union, a resort destination community is being planned around the attraction of wilderness. The Soviets want to keep the wilderness intact, but also need foreign exchange and joint ventures.

Mt. St. Helens' eruption and Yellowstone's fires, both considered ecological disasters, have generated more visitors now than ever before. The fishery in Yellowstone is healthier than it has been in over 50 years because nutrients from the fire have percolated into the streams. Both areas are the ultimate in eco-tourism; people want to see nature in action.

The potential benefits of eco-tourism according to the WWF study are that it can 1) "stimulate the development of natural parks and reserves through debt-for-nature swaps or better management of land and water resources, 2) create capitalization based on the rapidly increasing interest in ecology and nature by the traveling public, and 3) provide an economic incentive for sustainable management of ecosystems because of the renewable economic resource potential."

The danger in eco-tourism is that the hunger for increased revenue or foreign exchange can kill the golden goose. If managers, politicians, chambers of commerce, concessionaires, travel agents and others are not responsible in their marketing and not firmly grounded in their intentions and vision, sustainable ecological boundaries will be overstepped. Too many tourists can deteriorate the very resource and experience they are seeking.

Designation of a wilderness, a park or wildlife area is not the problem that creates too many tourists and over use; lack of proper management is. The Galapagos, for example, generates the revenue which supports Ecuador's entire park system. When established it was determined that the carrying capacity was 25,000 visitors. The carrying capacity remains the same but politics have changed. Last year, 87,000 were allowed to visit. Consequently, there are visible problems. Wilderness areas in the U.S., particularly those close to metropolitan areas, experience the same problems. An example is Indian Peaks on Colorado's Front Range. Trailing, trash, over-used campsites, and vegetative damage are common, but thanks to a new management plan are now under control.

The erosive impact of nature-related tourism, particularly in wild areas, must not go unattended. Participation of the travel industry in environmental and conservation efforts has been scant at best. Colorado's Tourism Board is guilty of effective marketing without conservation responsibility. Last year, ASTA (Association of Travel Agents) finally held a conference to address the travel industry's impact on the environment and recently formed a committee to monitor the situation. There is no code of ethics for travel agents or adventure travel promoters on how to sell wilderness or eco-tourism. Travel agents should be prominent leaders in educating clients and creating political clout for preservation. The travel industry should, for example, host an annual environmental summit for trade members, politicians, environmentalists, and educators. Travel agents are one of the prime promoters of eco-tourism activities, yet have little if any consciousness about conservation issues or environmental responsibilities associated with this lucrative industry.

So, the unfathomable has happened; wild-ness, both rivers and land and their wild creatures have an economic value. A pioneer in documenting the economic values of wilderness and wild rivers, American Wildlands has published several studies establishing the economic values and benefits of wilderness, wild and scenic rivers, and pristine versus disturbed watersheds. We are also co-sponsoring with the Adventure Travel Society (ATS) an International Eco-Tourism and Adventure Tourism Conference next September that will be held in Colorado. Participants will include ministers of commerce, environment, and tourism from around the world: land managers; planners; educators; environmentalists; travel industry representatives; tour operators; and others planning for or associated with eco-tourism challenges and problems.

If properly approached, eco-tourism can be the proverbial win-win for the environment in general, wilderness and wildlife in particular, and scores of communities, regions, countries. Elizabeth Boo writes,

> Park managers are proposing to develop tourism programs as a means of generating income for park management. Development agencies are interested because of the potential economic benefits available to populations in surrounding areas. Tour operators want to further promote nature tourism. Conservationists need economic incentives to promote conservation and see specialized tourism as a way to integrate wildlands protection with rural development. In short, eco-tourism is a model of development in which natural and wild areas become a planned part of the tourism economic base.

And, because its' a business eco-tourism provides jobs, not platitudes.

If appropriately viewed, managed, and protected, natural areas and ecosystems can continue to generate eco-revenues consistent with nature's capacity to accommodate humans. It is clearly a matter of choice, balance, and values. But what kind of leadership is going to be needed given changing demographics, economics, public demands, complex issues, and a world that is becoming increasingly smaller and more crowded?

Administrative leadership and managerial leadership is a must. I believe those skills can be taught and are being taught. I'm convinced, however, we have a drought of inspirational leadership within this profession, within the universities, and obviously among world leadership, barring a few exceptions. Inspirational leadership combines philosophy, effective communication, vision, and a well-grounded personal passion and fire. It cannot be taught, but it can be exposed and stimulated by astute educators.

The new world outdoor professional leader must be an integrator: be able to synthesize the complexity of components of any given issue or problem. The key is knowing what questions to ask. The gaps can always be filled by the experts if the right questions are asked. The new leader must be a team player and be able to command bio-squads or eco-squads. These squads include communicators, marketers, industry representatives, biologists, economists, planners, ecologists, sociologists, and whatever specialists are necessary to effectively analyze and solve problems.

The ability to negotiate is paramount. I think everyone in a responsible position should be required to go through what I call the Henry Kissinger School of Arbitration.

As we become more and more a world community, knowledge of other languages is necessary. Japanese, Spanish, German, and Russian, along with English will be the major languages of the new world.

An educated, political sensitivity is essential. Everything dealing with natural resources and outdoor recreation, in fact every aspect of public land issues eventually gets deposited and decided in the political arena. An educated, political sensitivity can only be gained through direct experience. This means rolling up the sleeves and getting dirty, getting into the trenches in the middle of hot political situations and probably getting a bloody nose in the process--and more than once.

Vision is a real key to leadership in any field. It is the ability to synthesize from the macro to the micro; the ability to express a concept or an idea in a way others can embrace it as their own. An example: Buckminster Fuller changed the way not only a nation but an entire planet viewed their home with two simple words--"Spaceship Earth." The ability to create and use metaphors is very important to the expression of visions and the action of leadership.

Entrepreneurship, both its spirit and practical application means the ability to calculate risk and take it. The spirit of experimentation and innovation will be necessary.

Communications, writing skills, and understanding how to use the media will be vital. Learning how to write well is very important. It has been my experience that a person who cannot write well cannot think clearly.

Understanding crisis management so that it can be avoided means thinking on one's feet with a sound sense of the implications of future action as related to reaction. As the stakes of decisions become higher and more complicated it will be crucial for the leader to have this ability.

A good grounding in business, marketing, finance, and computer literacy is very important. There is a movement for market-driven public land management in this country, for example, and this trend alone demands such skills.

And perhaps most importantly, the new world outdoor leader must spend a great deal of time in wildness. For it is here that one becomes heart-connected and value-grounded to nature. It is here where the inner resources of resourcefulness, independence, risk taking, and resiliency come forth. If an outdoor leader loves nature first, then *collects* the skills necessary to be effective in its enjoyment, protection, and management, the products and ideas resulting will be of good quality.

Several of the characteristics or skills I have mentioned here can be taught. Some cannot because they are based upon the inner nature of the person. However, such qualities can be enhanced and brought out of dormancy through exposure; this is the true challenge for the educator.

I might also mention that multi-dimensional training can also be achieved through innovative joint degree programs, e.g., the Yale School of Forestry and Environmental Studies, where I received some of my training now has a joint forestry and business degree with the Yale School of Management, a chair funded by the Weyerhauser Corporation.

As professionals and as responsible human beings living on this small, wonderful planet, we must make quantum leaps in the next 50 years in the way we think about our world in order to effectively address the magnitude of situations we have created for ourselves. Outdoor leadership, because it deals with how people relate to the natural environment (our very source), is a pivotal field of great importance and responsibility for educators.

EMPLOYEE PREPARATION: NATIONAL OUTDOOR LEADERSHIP SCHOOL THINKS TOWARD THE YEAR 2001

By

Abby Caul Scott and Molly Hampton

Editors' note: The following was presented as part of PANEL #3: NON-PROFITS AND SPECIAL POPULATIONS. A transcription of the question and answer period can be found in Appendix B.

The National Outdoor Leadership School (NOLS) is a non-profit educational institution. Our mission is to be the best source and teacher of wilderness skills and leadership that protect the user and the environment. NOLS maintains the goal that was established in 1965: Produce leaders who know how to use and protect the wilderness. However, the magnitude of knowledge and skills needed to protect the wilderness has changed dramatically in twenty-five years. Since 1965 wilderness visitor use has increased approximately 400%. To accommodate this tremendous increase in wilderness use, NOLS has been at the forefront in the development of conservation practices that range from field practices to interaction with government land-management agencies. In addressing employee preparation toward 2001, NOLS has looked at a variety of job requirements needed to accomplish our goal and mission. This paper will give an overview of the diversity of employment needs at NOLS and will focus specifically on employee preparation for field instructors--field instruction comprises the largest area of employment for the school. Here, first, is a review of where and how NOLS operates.

The international headquarters for NOLS is in Lander, Wyoming. In the U.S. we operate in 19 national forests, 20 national parks and reserves, and Bureau of Land Management (BLM) management areas in seven states. NOLS runs wilderness education courses in seven countries with branch schools in Wyoming, Washington, Alaska, Mexico, Kenya, and South America.

Our administrative structure reflects the diversity of career opportunities at NOLS. NOLS is advised by an elected board of trustees to whom an executive director is responsible. Four areas encompass most of the NOLS employment, each with its own director: (a) Personnel and Programs, (b) Finance and Business systems, (c) Public Affairs, and (d) Operations. Two other departments report directly to the executive director: (a) Safety and Training and (b) Research. Looking specifically at careers within each area, NOLS employs managers in staffing, curriculum, office support, purchasing, controlling, computer systems, marketing, public policy, admissions, and alumni affairs. Each branch school director hires managers for logistics, planning, transportation, food, operations, and equipment. In the past, most of these management positions were filled by promotions from within the organization. NOLS now finds itself in a position where the pace of some of these management jobs are not ones that allow for the on-the-job training that has occurred previously.

NOLS has expanded considerably in our administration and support staff opportunities. We have instituted a research department, hired a public policy manager, a curriculum manager, and have built a library. We have also augmented our program in international areas increasing the need for better training in language, international relations, communications, and planning and management skills.

NOLS currently offers over 40 types of courses for college credit including: basic wilderness, mountaineering, sea kayaking, winter, sailing, outdoor educators, and semester. Semester courses have varied content based on the environmental location; sections include backpacking, rock climbing, caving, horse packing, whitewater rafting and kayaking, whale watching, skiing, canoeing, desert hiking, safari, and sailing. In providing educational opportunities to approximately 2,200 students per year, our employee responsibilities range from training needed for field instruction, logistical support and coordination to housekeepers and clerks, managers, and administrators.

We have seen an increase in staff of over 30% during the last five years. Our field staff now numbers 250 per year with about half of them focusing on NOLS as their primary career. Our program growth has increased in several major areas, all centered around wilderness education. The largest area of growth has been in courses comprising students who are involved in professional education. We have steadily increased the number of outdoor educators, instructors, and semester courses. Requests for on-site seminars and workshops for outdoor programs are more than we can fulfill. All of these courses have demanded an increase in the maturity and professionalism of our staff.

For all of the above reasons, and a greater interest from outside sources, NOLS is beginning to hire more people externally in order to keep pace with program demands and concomitant business and administrative needs.

In relation to employee preparation for field instructors, NOLS is primarily looking for experience gained prior to NOLS employment. This experience generally starts with training as a NOLS student. With few exceptions, all of our field instructors have successfully completed a five-week, intensive instructors course. Approximately 70% of instructor course candidates are NOLS graduates. Six areas of extensive training and experience are needed to strengthen the likelihood of becoming a field instructor: (a) extended outdoor experience, (b) teaching experience, (c) leadership and communication, (d) specialty skills and area of expertise, (e) commitment to outdoor education, and (f) advanced first aid. NOLS looks most critically at practical experience as the most valuable asset for people applying for work at NOLS. Formal education is regarded as one form of experience, however, it is not required of all instructors.

The fundamental objectives and goals of a NOLS course and the role of instructors have not and will not change in preparing for the year 2001. Our standards of safety, quality, technical skills, and knowledge have increased, and, therefore, the commitment necessary to reach this experience level is greater. In preparing for the next 10 years, NOLS will look further outside the school to bring in people who have worked for the many other schools and outdoor programs in the U.S. Participation in the increasingly professional field of outdoor education is a change that NOLS embraces.

Overall, NOLS will be expanding in the next 10 years. Our student numbers will increase slowly as we offer more courses in some new locations. The areas in which NOLS anticipates more growth will be those that influence the management of public lands. This involves research contributions to expand the existing knowledge base and the commitment to information transfer. Information transfer includes finding the most current information and research, both public and private, and in making it available and useable to people involved in public land management, environmental, and outdoor education. Information transfer also includes ways in which our curriculum can be extended to more people than our field students. NOLS is committed to publishing in several areas, including: conference proceedings, curricula, field texts, and original research. NOLS will continue to expand our service and monitor projects with government agencies. To summarize, over the next 10 years, we feel there will be two on-going trends in staff careers: (a) the degree of professionalism will increase, and (b) the opportunities for growth and a diverse career will increase.

NEW TRENDS IN THE DEVELOPMENT OF FIELD STAFF AT COLORADO OUTWARD BOUND

By

Bruce Fitch, Staffing Director, COBS

Editors' note: The following was presented as part of PANEL #3: NON-PROFITS AND SPECIAL POPULATIONS. A transcription of the question and answer period can be found in Appendix B.

The Colorado Outward Bound School has been running adventure based courses since 1961. Originally, these courses were run on the British model--designed to build character and compassion in young men. Within a few years, the school began to diversify the kinds of courses we offered and the kinds of people we worked with. Women, adults, and special interest groups were soon part of Outward Bound. Through most of our history, the nature of working as an Outward Bound instructor has been much the same. Call this the *traditional* culture of COBS. In the late 1980s a new culture emerged in COBS that, for better and for worse, is producing a tension in our overall culture. This change in culture raises a number of challenges in how we will be looking at instructor development into the 1990s.

To stereotype a bit, the traditional instructor is single, between 21 and 30 years old, lives out of his or her truck when working, travels a lot when not working, will work only three years before moving on to something else, highly skilled technically--most of this skill has been gained through the school of hard knocks--a fanatic in his or her mission as an OB instructor, an anarchist politically, an environmental zealot, a marginal member of the mainstream. In a word, working Outward Bound is like working for the Peace Corps--a radical time of few material needs, high in experience and personal growth, and charged with the satisfaction of high social purpose.

In the new culture, call it the *New Professionalism*, the instructor looks like this: married or in a long-term relationship, 30+ years of age, year-round rent or mortgage payments, relatively less travel, wants to work shorter, more specialized courses (corporate or therapeutic), very skilled in facilitation or therapeutic skills, less skilled technically and much of this gained through institutional instruction, works several related jobs simultaneously (social work, training), is halfway through a master's degree, is politically aware, a global thinker. Much of the idealism is the same as with the traditional types but it is within a more mainstream lifestyle context. Outward Bound is seen as a long-term career opportunity with conventional benefits and outlooks for the future.

The impetus behind the new professional comes from many sources. For COBS, this wave has come in the '80s and with the rise of our Professional Development and Health Services Programs. The traditional instructor has aged and has moved into more of a mainstream lifestyle with growing mainstream needs. The adventure/experiential education field itself is developing into an accepted, mainstream industry with more and more employment opportunities. Adventure education is working more and more with specialized groups (corporate, mental health) requiring staff with more sophisticated soft skills, more teaching/facilitation experience, and greater maturity. Competition for these kinds of staff is keen; thus, salaries are on the rise, further upping the incentive for staff to move into these areas. In fact, the new professional is both a product of and a producer of a *new profession* in the adventure programming field.

The New Professionalism presents a number of dilemmas and challenges to COBS and the adventure education field. Some of these are as follows:

1. Skills and experience. Attached is the evaluation form we use for instructional staff. Staff are expected to gain proficiency in all of these areas. Given the new trends in course type, the traditional instructor, strong in technical skills, will need more teaching/facilitation skills to be effective with special populations. In addition, these instructors will need to expand their knowledge and understanding in specific areas such as mental health or corporate training issues. Indeed, incorporation of these skills into standard mountaineering courses is proving to be useful.

Conversely, those who come with strong teaching/facilitation skills are often weak in the technical areas. In fact, many people who are applying to the school these days have pursued jobs in corporate training or therapy but have little or no technical skill. Though many special courses are not as technically demanding as traditional courses, it is crucial that staff have a high level of judgement in taking people through activities such as rock climbing, peak climbing, and ropes courses. The short course provides less time to train, acclimate, assess, and monitor students; thus, the risk may be even higher than on many longer courses.

Certainly, new trainings will have to focus on these needs. But should we require the same degree of competence in all skill areas for any instructor working any course type? Should we use separate criteria?

Many of the new applicants discount the amount of personal time and experience it takes to hone good judgement in the field, or believe that this judgement can be gained by taking classes somewhere. How can we encourage pre-applicants to put in the time to gain this personal experience? Can this kind of experience be gained institutionally?

2. Compensation. If we are to retain and develop staff for the new wave courses, we will have to address the demands of the new professional--more pay, benefits, perhaps housing. A corporate course instructor can make up to $250 per day with some adventure

training providers. On the other hand, even though the ante is slowly going up for traditional course pay as well, the market for traditional staff is much different than, for example, corporate staff. Competitive salaries for traditional staff are not nearly as high. Should we go to a market driven compensation system and pay salaries to these different staff types that can differ as much as $100 per day? Many would argue that the expertise and skill that it takes to conduct a good traditional course is every bit as high as that on a corporate or health services course, probably higher when working with troubled youth or other energy intensive populations.

3. Values. Are the core values of the two cultures compatible? Certainly, we are seeing some friction in the school around values. For many, the old lifestyle that is close to the wilderness and very anti-material is the essence of what we are as staff--This is the life, and we are the people," to quote one of our staff. The new professional may look nostalgically back on this lifestyle, but life goes on--time to "grow up." The dirtbags versus the yuppies. The true believers versus the sellouts.

4. Mission. Should we be teaching personal growth and environmental ethics on a corporate course to the same degree as on a mountaineering course? How does the Outward Bound process on a 30-day wilderness course differ from that on a 4-day course for recovering alcoholics? How is or should *service* be taught in each of these courses? Is the Outward Bound mission as strong or as *pure* on specialized courses as it is on traditional courses? This tension causes us to take a hard look at our purpose, and examine whether or not we are "sticking to our knitting." The mission of the school and how it is edified is crucial to staff motivation, both for existing staff and prospective staff.

Ethnic/cultural diversity is a major theme in Outward Bound today. For the New Professional, the need for cross-cultural relevance is extremely important. Many new programs are proposed each year; new approaches for reaching people of color are suggested. I am not sure that this agenda is as important to the traditional instructor. In fact, some have taken exception to attempts at affirmative action lately. This is somewhat ironic in that early Outward Bound was quite active in this area.

Though I have polarized the picture by depicting two different cultures, and at times this is the case, the traditional and new professionalism cultures are more often than not intertwined and exist in each individual staff member to one degree or another. For many, it has produced a bit of an identity crisis. In a way it has produced an organizational identity crisis for the school. Adventure education is becoming more diversified, more specialized, more mainstream, and with it the values and expectations of our staff. These changes behoove us to change our expectations of staff, how we treat them, and how we develop them. We may well have to make changes in the nature of our organization, both in structure and in program. On the other hand, there is much in the traditions of COBS and COBS staff that make it unique--contrast, vitality, expertise, pride--that should not be discounted.

THE FRAGMENTATION OF OUTDOOR LEADERSHIP

By

David Cockrell

Editors' note: The following was presented as part of PANEL #3: NON-PROFITS AND SPECIAL POPULATIONS. A transcription of the question and answer period can be found in Appendix B.

> Whale-watching, natural history cruises, sea kayaking and mountain bike tours. Summit climbs to the highest mountain on all seven continents. Inn-To-Inn bicycling. Spectacular snorkeling. Beautiful country, fine old hotels, helicopters, sea kayaks, hot air balloons. Dog sled adventure--mush your own team. Dynamic mobile environmental education program lets you earn a graduate, undergraduate or high school degree. Comprehensive, year-round wilderness skills and leadership training. Relationship awareness training and rentals. Adrenaline rush of a lifetime! Jump from hot air balloons. Family trips and Ducky School!

What is becoming of outdoor adventure education? The above collage, composed from "The Active Traveller," October, 1990, *Outside* magazine, is a reconnaissance trip through the myriad of adventure opportunities provided by professionals in this field. Their services play on a broad range of human motivations: A yearning for upper class style among the upwardly mobile; a searching for identity through old cultural rituals; a reaching out for meaning in the deafening routine of middle class life.

But would the profit and non-profit agencies offering such adventure opportunities define themselves as outdoor adventure educators? I think most would not. At a National Conference for Outdoor Leaders, do the attendees mean the same thing when they speak of *outdoor leaders*? I think not. I would contend that outdoor leadership has moved *away from* coalescing into a unified profession in the last few years, and I believe it is from this context that we must examine training needs for entering professionals. In this brief discourse, I will lay out what I see as the current segments of the industry, the impediments to professionalization, and a potential solution.

Overview of a Fragmented Industry

As I see it, there are currently six robust approaches to the professional provision of outdoor leadership. The first is the outfitting and guiding industry. With a 150-year tradition in America (and a much longer one elsewhere), outfitters continue to provide access to wilderness adventure for a significant proportion of North Americans. The bread and butter of the industry has always been hunting and fishing, but with nearly four million guided whitewater trips in 1985 (Lime, 1986), river outfitting has reached a close second in economic importance. Steady growth in the adventure travel business in the 1980s has opened new doors to the traditional outfitted trip, from mountain bike descents of volcanoes in Hawaii to guided treks to the South Pole. Simply put, the typical mission of the outfitter and guide is to provide exciting but safe, new recreation experiences for clients without the expertise to participate alone.

A second outdoor leadership industry nearly as old as outfitting is organized camping. With 10,000 summer camps in the United States alone in 1982 serving nine million campers, the American Camping Association now boasts 7,000 members (Kraus and Scanlan, 1983). Camp programs now typically include ropes and initiative courses, whitewater activities, climbing, and wilderness trips as well as the traditional activity areas of crafts, sports and games, drama and, aquatics. Goals emphasize socialization, self-concept development, and lifetime leisure skills acquisition.

Since the 1960s, the Outward Bound movement in North America has developed its own strong traditions and clientele groups. The central tendency of this approach to outdoor programming is the provision of contrived stress, often in a wilderness environment, as a vehicle for producing personal growth. The Outward Bound model for *adventure education* has broad application, and indeed, an important current goal of Outward Bound, Inc. is adoption of the model in public education (Bacon, 1988). A wide range of other agencies has also found the Outward Bound model especially useful with a variety of special populations. Adventure Alternatives in Human Services, the largest special interest group in the Association for Experiential Education, represents the interests of professional outdoor leaders working largely with youth at risk or adjudicated youth. More recently, women's programs, programs for the physically challenged, and especially executive challenge programs for corporate managers have become popular.

Drawing from all the traditions of professional guiding, camping and Outward Bound, another robust approach to outdoor leadership is the outdoor school. The foremost American example is the National Outdoor Leadership School which provides wilderness skills and leadership instruction with an emphasis on environmental awareness. Many climbing schools such as the American Alpine Institute in Bellingham, WA, focus on skills instruction only. Several of the finest, including the Nantahala Outdoor Center in North Carolina and the Rocky Mountain Outdoor Center in Colorado, have grown out of the outfitting and guiding industry, but focus on skill instruction to enhance the quality of the client's experience. Others, such as the National Audubon Expedition Institute have employed adventure challenge experiences as vehicles to enhance environmental education. Overall, outdoor schools have most closely followed in the philosophical footsteps of such early 20th century outdoor educators as L. B. Sharp and Julian Smith.

Another current approach to outdoor leadership growing out of the Outward Bound movement is facility-based adventure education. Karl Rohnke traces the uses of ropes and initiatives courses back to 19th century European military training (Rohnke, 1989), but their current popularity began with the Colorado Outward Bound School in 1963. In 1972, Project Adventure, Inc. was awarded National Demonstrator status by the U.S. Office of Education and was funded to promote the use of ropes courses in public school physical education programs. Currently there are approximately 2000-3000 challenge ropes courses in the United States alone (Webster, 1989), constructed in trees, on telephone poles, in gymnasiums, over swimming pools and any number of innovative locations. The goals typically include building self-concept, communication and social skills, conflict resolution skills, and decision-making ability. Current applications are similar to uses of the Outward Bound model: public school physical education, leadership training, psychiatric settings, executive effectiveness programs, and camps.

Finally, adventure programs have come into their own in the last decade as an adjunct to religious education. Drawing on a long tradition of church camping, Christian religious educators, especially, have adopted portions of the Outward Bound model and many common outdoor adventure activities as vehicles to teach spirituality. Some denominations offer outdoor experiences to units of the denomination only, while others offer their programs to a broad range of clients seeking spiritual experiences in wilderness settings. Noteworthy examples include Jerry Fallwell's Liberty Expeditions in Virginia and the Navigators' Eagle Lake Camp in Colorado (a modified Outward Bound Program).

Impediments to Professionalization

Even from this brief summary of six traditions in outdoor leadership, it is easy to see why we do not move more quickly toward a unified profession. We are like six proverbial blind men feeling an elephant: Most of us are not aware of the activities in other segments of the industry. We equate the term outdoor leader with professional guides, professional ski instructors, Outward Bound instructors, American Camping Association certified tripcrafter instructors, or whatever sanctioning system we happen to be familiar with.

More specifically, I believe there are five basic reasons for the failure of the outdoor leadership profession to coalesce: (a) variations in the hard skills required, (b) disparity in program goals, (c) failure of a common vision in outdoor recreation, (d) failure of professional leaders to provide philisophical or theoretical underpinnings, and (e) relative success of each segment of the industry independently. First, at the surface it appears that the differences in skill required to perform in various adventure activities are so great that there is little commonality across activities. While this may be somewhat true at the psychomotor level, there are other levels. For example, I recently completed an American Canoe Association whitewater kayak instructor's course. We were required to demonstrate competencies in paddling but also competencies in teaching and trip management. These latter categories included skills in communication, participant assessment, activity sequencing, equipment selection and maintenance, reconnaissance and scouting, emergency management, and rescue. Much of the material I learned in that course will help me organize my instructional activities in ski mountaineering, backpacking, and climbing.

Secondly, at the surface it also appears that the disparity in program goals is so great that many of us have little in common. The adventure therapist in an Outward Bound model treatment program may view the role of a commercial raft guide as trivial. The extended wilderness program instructor may look down her nose at the camp ropes course instructor. In fact, a considerable body of research literature already documents strong commonalities across types of adventure experiences (Ewert, 1989). The fundamental components of many adventure experiences are the same: a clear challenge, forcing self reliance and performance; a sense of understanding and satisfaction when the challenge is met; a compelling interdependency of party members; an appreciation and humility about the natural environment (Miles, 1978).

Thirdly, the benefits of outdoor adventure experiences cross so many boundaries that most professionals fail to conceptualize the entire vision. As we focus on spiritual growth, technical skills instruction, or environmental awareness, we come to see programs emphasizing other benefits as foreign. In doing this we separate ourselves from potential colleagues. Exacerbating this problem has been a general lack of conceptual leadership from scholars and theoreticians in the field (with some notable exceptions, of course).

Finally, each segment of the outdoor adventure education industry has achieved some semblance of success without strong alliances with other approaches. The long-standing outfitting and camping industries have consistently found new niches to permit slow but steady growth. Outward Bound model programs and the outdoor schools serve more restricted markets but have in many instances shown more dramatic growth curves over the last decade. Facility-based adventure is currently undergoing a major period of expansion and professionalization, evidenced by annual ropes course builders' *summit conferences* to enhance professionalism and standardization. Each of the industry segments has become more concerned with its own proprietary standards of operation, risk management, marketing, and staff development with shrinking concern for the bigger picture.

A Potential Solution

For me to suggest in the Introduction that I might offer a potential solution to this situation was partially a lie. For a solution to even be sought requires that the situation be viewed as problematic. I am not sure many outdoor leaders see the crystallization of a profession of outdoor leadership as a problem.

I believe there are several important benefits to be realized by a clearer identification with the broader field. First, I believe a greater public awareness of the professional competencies of outdoor leaders can be cultivated in a broad range of external publics. Corporate groups now understand the power of well-facilitated ropes courses in management training and are paying commensurately. Other segments of our generally poorly paid industry stand to benefit from an enhanced public image as well.

Secondly, much of outdoor adventure education still suffers liability insurance problems. A better information network, better standardization, and a clear identification with a recognized human service profession would alleviate this problem considerably.

Finally, a clearer professional image would assist the profession in influencing public-policy decisions which impact our work. An example is the determination of minimum stream flows for whitewater rivers managed by federal and state agencies. If recreational use priorities were advocated not only by American Rivers and the Western River Guides Association, but also by the Association for Experiential Education, Christian Camping International, and others, a greater awareness of the values involved could be cultivated.

Part of a solution to our problem of fragmentation is to allow America's universities to play a much larger role in professional development than they are now playing in teaching, research, and service. Bachelor graduates of degree tracks in outdoor leadership can come to represent the standard minimum competency levels for entry level professionals. Coursework in these programs can include risk management, and insurance; group dynamics, processing, and leadership; wilderness Emergency Medical Technician training; ethics in experiential education and backcountry conservation; marketing and finance. A Wilderness Education Association national standard certification course would play a natural role, as it emphasizes the development of judgment from experience in field outdoor leadership. Hard skills and teaching skills can be cultivated in climbing, paddling, mountaineering, ropes course leadership, etc. In short, degreed outdoor leaders can contribute much broader professional perspectives to all segments of the industry if we will invest in their preparation and employment.

The other two potential service areas normally provided to the professions by universities (research and service) are also equally atrophied in outdoor leadership. As an industry, we do not generally welcome research or benefit much by it. We tend to view research and technology transfer as antithetical to the values of wilderness life that we hold dear. But if we are to achieve the levels of respectability and influence in society that many of us aspire to, we must systematically examine our own activities and make improvements based on our self-examinations.

Outdoor professionals have never been much good at agreeing on organized approaches for professional development (or organized approaches to anything else)! But if we can agree that professionalism is a priority, I believe that universities can and must play a central role in our maturation.

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RECREATION AND THE OUTDOOR EDUCATOR: A MEANS OF INTEGRATION FOR PEOPLE WITH PHYSICAL DISABILITIES

By

Tom Whittaker

Editors' note: The following was presented as part of PANEL #3: NON-PROFITS AND SPECIAL POPULATIONS. A transcription of the question and answer period can be found in Appendix B.

Biographical Note

Whittaker, an amputee, founded the Cooperative Wilderness Handi-capped Outdoor Group (C. W. HOG) at Idaho State University in 1981 and directed the program until 1990. The program is dedicated to creating a four wheel drive attitude in people with physical disabilities. This community-based program uses real adventures in remote places to promote personal growth. Currently Whittaker is working on a Ph.D. through the School of Occupational and Educational Studies at Colorado State University.

Synopsis

This article takes the stance that the majority of disabled people in North American society are limited in their opportunities to achieve a meaningful place in the economic and social fabric of this nation. This is the result of attitudes held by both able-bodied and disabled segments of the community. These attitudes stem from an identity crisis, lack of education, or misguided attempts to help.

The part recreation plays in the rehabilitation process is examined with special reference to the role of the educator that uses the outdoors as a medium to build self-esteem within the disabled and create feelings of admiration and acceptance with a community.

Who Are The Disabled

The federal government defines a handicapped person as "an individual who has a physical or mental impairment that limits one or more major life activities. . . Also covered are mental or psychological disorders, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities" (U. S.Government, 1981).

Identity Crisis

Unlike other minorities, the disabled population has no collective identity. Grouping is determined by eligibility for a certain type of social security. The sub-groups, within the whole, cannot relate to one another, have little empathy for one another, and more often than not, dislike being categorized together. Thus, many physically challenged persons resent being grouped with persons who possess profound intellectual and emotional disabilities, AIDS patients, etc.

The lack of empathy experienced in our technological society by people with disabilities makes it very difficult for them to create an identity of which they can feel proud. This in turn creates a situation in which they become stuck in the transitional phase. A time when the human organism experiences a great deal of stress, ambiguity, confusion, and unhappiness (Toffler, 1970). These life transitions are times when one's self image is under assault. The transitional impasse in which many disabled people find themselves is somewhat like a hermit crab caught between shells--the old no longer fits, but the new is nowhere in sight. Instead of a shell to protect our vulnerability, we need an identity, a persona that is true to our existing circumstances, yet one of which we can justifiably feel proud. In order to create this identity, it is essential that individuals have access to people and activities with which they can identify in order to give their life purpose and meaning.

The Economics of Disability

The economics of disability are staggering. President Reagan stated in his proclamation on May 7, 1986, that "36 million Americans suffer from some form of handicap." According to the 1970 census, the last time information was gathered nationally on people with handicapping conditions, only two million of this population earned more than $7,000 a year. This means that we support on welfare--in hospitals, homes, etc.--more disabled people than the entire population of Canada.

Rogh (1984) states, "The megabucks--a reported $70 billion in 1980--which are sometimes cited as expenditures in the disability field, are not found in the service programs but in the income maintenance/health insurance outlays . . . Only a study of individual state budgets could provide us with insights of how much the nation spends in the disability field."

When state allotments are combined with federal dollars, the $70 billion figure could conceivably be doubled. Yet only two million disabled Americans earn subsistence wages. These figures suggest that present attempts to integrate disabled persons into the fabric of American society are a miserable (for the disabled) and costly (for the nation) failure. As educators and as concerned individuals, we must not only bear the expense but also a portion of the responsibility.

Education Versus Welfare

The solution to a problem of this magnitude is complex and not totally reversible. For many disabled persons, we will have to provide an extensive amount of care. However, according to the U. S. Government (1981), 7.2 million members of this population could be working and are not.

American taxpayers no longer can afford to support welfare programs for individuals who would rather be contributing members of society. However, we do need to support programs that effectively enable people with disabilities to maximize their potential. If we educate society and create effective strategies, many people with disabilities who are not working could be gainfully employed. These strategies must not only allow disabled people to complete their personal rehabilitation but also address the attitudes of the able-bodied community.

Before disabled people can complete their personal rehabilitation, they need to establish a positive identity both collectively and as individuals. Once people with disabilities have a realistic understanding of their gifts and capabilities they are more likely to become contributing members of society, excited about life's possibilities, and ready to risk themselves in a work environment.

Recreation: A Stepping Stone to the World of Work

Placing a greater number of handicapped people permanently in the workforce not only reduces the massive bill paid in disability pensions, but also provides a positive contribution to the economy. Policymakers must recognize the economic and humanitarian importance outdoor recreation can play in strengthening an individual suffering the physical and emotional deprivations caused by disability in American society.

Independent government agencies, educators, and private organizations for many years have recognized the importance of recreation for disabled individuals. The U. S. Department of the Interior (1981) stated, "The importance of recreation to the handicapped person cannot be overstated. Because many handicapped persons are not able to work at regular jobs or are discriminated against in trying to get them, many are deprived of the chance to meet mental, physical, and emotional challeges which the general population regularly experiences.

Hal O'Leary, director of the world's largest adaptive ski programs, said in an interview, "They (the federal government) view what we do here as just frills." This is an attitude towards recreation and sporting endeavor for people with disabilities that is constantly heard by sport and outdoor recreation professionals throughout the country.

Recreation: Misunderstood and Devalued

Although the mission statement of the Federal Department of Vocational Rehabilitation includes the provision of recreational opportunities as part of the socialization of disabled persons, a very small fraction of the annual $2.85 billion budget is spent on such provisions.

On February 3, 1986, the American Academy of Orthopedic Surgeons (AAOS) issued this position statement: "We feel that there is a desperate need for public education on the subject (recreation for the disabled) . . . the general public is either limited in its knowledge of these activities or views such programs as frivolous or potentially harmful." It would appear that this attitude is not only prevalent among the general populace, but also within recreation professionals and government bodies providing support services for disabled persons as borne out by Hutchinson and (Lord, 1983). Reporting on the status of recreational services for handicapped persons, the study examines the low priority most municipalities and recreation professionals give to programming for special populations while demonstrating the potential for disabled persons to participate in recreational programs was great.

Hans Selye, M.D., considered by many as the father of understanding stress in the human organism, states (1974) that "the aim of human existence is to create and maintain an identity, express innate abilities and drives, remain healthy, have a purpose, to be proud of oneself, and earn the respect of others." He believes that by doing this we also fulfill what we consider to be our purpose. He states emphatically that mankind must work as a biological necessity. If denied this vital need, the organism will atrophy and perish. "To function normally man needs work as he needs air, food, sleep, social contacts, and sex."

It is the author's belief that challenging recreational opportunities in wild environments can provoke a positive setting for developing many of the emotional, social, and intellectual skills that work demands. In addition, these experiences help to build a positive self-concept based on a realistic assessment of one's capabilities. It is this ability that high quality, self-directed outdoor adventure recreation has for assisting in personal growth and identity-imaging that is the cornerstone of the process.

Creating Empathy Through Recreation

The author has noticed in sixteen years of practical experience, gained on three continents, that recreation tends to have a marked effect on human nature. Individuals seem to shed their unreceptive attitudes that prevail when they are at work. Their convergent, task-oriented behavior is replaced by a more divergent, caring, receptive nature. This, I believe, is a time when people's internal processing systems are most receptive to new ideas and change.

This was borne out in an interview with "H" Hilbert, a former outdoor program director and presently a professional fishing guide, "I have more energy, will power and self-confidence as a result of my involvement with the HOGs . . . when I see the physically impaired on the ski slopes or negotiating rapids in paddle drafts, which they've helped design, it makes me feel as though I better get on with it and do something with my life."

Once able-bodied members of a community observe disabled citizens lap swimming, playing water polo, weightlifting, scuba diving, sailing, skiing, rock climbing, horse packing, refereeing softball tournaments, fishing, hunting, making jewelry, or playing instruments in an orchestra, their natural curiosity is often accompanied by feelings of admiration. This, in turn, creates attitudes of acceptance that tangibly can translate into employment opportunities.

The Supportive Recreation Group: A Means of Integration

All too often, for many traumatically disabled persons, the rehabilitation unit is a steam catapult and society a brick wall. Although we are very effective at hitting the wall, we are not yet achieving our aim of integration, or so current employment figures and federal expenditures would suggest. A supportive outdoor recreation group can be the catalyst which provides the identity that circumstance has taken away, and can also act as a cushion between the institution and the real world, softening the landing and providing a sense of belonging. Within such groups individuals practice skills and competencies, build self-esteem, and become physically and emotionally robust. By doing so, the disabled create a climate conducive to acceptance within the community they wish to access: feelings of admiration and respect.

Conclusion: Become Part of the Solution

The problems facing disabled populations are largely attitudinal. These attitudinal barriers belong to both disabled and able-bodied segments of society. Where attitudes of a nation are concerned, educators need to take the lead. Society, for the most part, is comprised of able-bodied individuals who need some insights into the problems from a disabled individual's point of view. In a decade Green Peace opened the world's eyes to the plight of whales and harp seals by making us realize a problem existed and by appealing to our common sense. They have done this not with cutsey imagery but by giving us the facts and appealing to our human decency.

Disabled people cannot become part of an ambivalent society; the wraps must be taken off disability. We as a nation have to face the fact of disability and seek strategies that include these people as productive independent beings. The people that hold privileged places in our society to do this are educators. The old adage that "If you're not part of the solution, you are part of the problem" has never been more true.

Finally, let us not confuse outdoor recreation with entertainment. This is not just fun and games, and certainly not frills. It is the pivotal point of a two-way process that, when used correctly, can enrich a nation by changing attitudes and by opening perceptual doors. We see President Bush jogging, throwing baseballs, and fishing. This apparently is an important part of his life and public image as president of this nation. It should be apparent that active recreation is an important aspect of every citizen's life; this is not a privilege of the young or wealthy, but a fundamental birth right of every person in a free country.

Sport and recreation, after perhaps money and sex, is one of the most potent driving forces in our society. It has been demonstrated, through the work of programs like the Cooperative Wilderness Handicapped Outdoor Group (C. W. HOG), Challenge of Alaska, E.T.C. (Environmental Traveling Companions), and Wilderness Enquiry II, that a recreation program, encouraging responsibility and interpersonal relationships in remote outdoor environments, can create miraculous changes in an individual's self-esteem.

Before becoming a ski instructor for C. W. HOG program, Don Carr recalls, "I was watching a mud wrestling contest that took place between all the candidates before a homecoming king and queen are determined. Kyle Packer (a quadraplegic person who has cerebral palsy, is not ambulatory, has limited use of his arms, experiences some difficulty with his speech, and struggles with spasticity) was one of the candidates out there on his knees in all that mud. Not knowing Kyle, at that point, I had to figure nothing bothered Kyle. I was filled with admiration for him."

This ability to risk oneself and take part despite one's differences takes a supreme act of courage, which, when witnessed by others, can positively imprint not only on an individual but also on a community's values. I remember watching Kyle at the crowning ceremony at the homecoming football game later that week. When he had not been chosen as runner-up in the contest, I felt crushed and disappointed for Kyle if not resentful of his putting himself in a circumstance where he was almost guaranteed to be hurt. I was so wrapped up in my thoughts and projected feelings for Kyle that the announcer's words seemed fuzzy and distant. It was as if I'd been hit with a cattle prod, and I found myself on my feet along with a near-capacity crowd cheering and whistling. Kyle's arms were raised in a victory salute.

Untypically, the majority of the crowd had stayed to witness the outcome of this particular homecoming gala, and now their deafening applause was honoring Kyle's guts and tenacity. In three years, Kyle had made the transition from a social recluse to someone a large proportion of the student body knew and cared for. They had shown their admiration and affection by voting Kyle Idaho State University's homecoming king.

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THE FORCES RESTRUCTURING OUR FUTURE AND OUTDOOR RECREATION

Transcription of Keynote Speech

By

Frank Feather

Editors' note: This is from a transcription of Mr. Feather's presentation.

Introduction by Maurice Phipps, Conference Director:

Frank Feather is a business consultant, with an international roster of clients, including Fortune 500 Companies, the United Nations, the governments of Canada, the United States, Mexico and China. He worked as a strategic planner with international banks for twenty years and served as the Chairman of the First Global Conference on the Future, held in Toronto, held in 1980. Mr. Feather has written on future trends and economic trades, technology, and education. At the moment he lives in Toronto. But he's a Yorkshire man, and I used to live in Yorkshire for many years so I'm really pleased to have invited Frank to speak. This is Frank's book, it's the *G Forces: Re-inventing the World--the 35 Global Forces Restructuring Our Future*. I'd like to welcome Frank here for the keynote address. Thank you.

Frank Feather:

Thank you very much. I'm glad we finally got underway. We shouldn't penalize those who came on time, for those who are late, for the future. All right? I'm sorry you have to put up with this English accent again. People who come from Yorkshire are not suppose to know how to talk proper--as you might find out in the next several minutes--especially if you come from the South of England. That's what people think. It's sort of the reverse of what happens in the United States. The ones in the North think that the Southerners don't talk proper, only in England it's the opposite way around.

I was actually born two miles from Wuthering Heights. If you've heard of Wuthering Heights. There is actually a Wuthering Heights, it's not called that, it's called Pop Wiggin, which is now a collapsed farm house upon the moors. Coming to Gunnison kind of reminded me of home. Not that it's bleak and in the wilderness, because I have a great attachment for rolling hills and mountains and so on. I wish it was a little bit more green, but apart from that it's great.

I had a nice trip out. I was down to the canyon this afternoon and really enjoyed that. You had some rain yesterday, but the sun came out and we had two gorgeous rainbows. Probably the biggest rainbows I've ever seen in my life. That was quite a spectacular thing, so I'm sure I'm going to remember that.

Tonight what I want to do is, well, I should tell you my Margaret Thatcher joke. By the way Maurice showed you the book, that was the Canadian edition, this is the American edition. So, if you look for it the bookstores, this is what it will look like. See, Americans do things much more brightly than the Canadians do, as you can tell from the book jacket, but inside it's exactly the same. I've had the audacity to write this book about the future of the world in 400 pages and to say what the future of the world will be over the next sixty years in 400 pages. That's a little preposterous and that leads me to my Margaret Thatcher joke, believe it or not. She is preposterous, but that's not the joke. The Yorkshire folk don't know how to use the language properly and very often don't know what certain words mean, or how to construct sentences properly, and so on. In any event, this Yorkshire man went along and listened to a speech that Margaret Thatcher was giving, which is very unusual for a Yorkshire man to even bother to do, because they don't have much respect for Mrs. Thatcher up in Yorkshire these days. After the speech he was genuinely impressed by what she had to say. He said, "Mrs. Thatcher that was a wondrously preposterous speech." Of course he didn't realize what he had said, but she realized he didn't know what he had said, and she was unruffled and said, "Thank you very much. I'm planning on having it published posthumously." Now he didn't know what that meant either, but he said, "Oh good, I hope it happens soon." So, that's where preposterous comes in. It's a little preposterous to write a book about the future of the world in 400 pages and then come here and try and tell you about it in 40 minutes or whatever.

I was recently at a conference with Ken Blanchard who is the inventor of the concept of the One Minute Manager. He took 50 minutes to explain what he meant. That's the nature of the world that we're involved in these days, these are very complex and while we might try to simplify things, we can nevertheless fail to overcome the complexity.

I've got a number of slides I want to show you that will hopefully reinforce some of the things I want to talk about. What I am going to do is use the same framework as the book. The book is divided into four sections: social, technological, economic, and political change. This is what I call the Four Step Process, just like school: social, technological, economic, and political, spells STEP. If you get them mixed up, it can be a bit of a pest. The world is a confusing place. So, I'm going to talk to you about trends under these four headings: social, technological, economic, and political.

I have a difficult time hitting Colorado this year because, you know, my friendly competitor, John Nesbitt, lives here and what he says is it's the most beautiful place in the world, which I would dispute. Nevertheless, if anyone has ever been to Banff, they'll lay Banff against Telluride. Anybody been to Banff? Now, what do you think, is Banff better than Telluride or not? Oh dear, I lost out, hometown crowd again. Anyway, John's book only has ten trends in it, and he only looks at the next ten years. I've got 35 trends, and I look at the next sixty years. You get more trends, better quality, more information, and it's a lower price. It's a good, real Yorkshire deal for cheap Yorkshire folk.

(Slides come on screen)

This is where we live, the world in which we're living and in which we all find ourselves. It's a world that is literally being turned upside down by massive global forces of change. We cannot understand what's happening here in this town, in this state, in this country unless we understand what's happening in the world. Every nation today is a province of the world, and we have to try to understand these social, technological, economic, and political forces that are restructuring that world--turning it upside down, inside out, backwards, almost into a picture that we do not recognize. You probably have trouble recognizing that map of the world upside down. Ever since school we've been told that's not the way the world looks. Now who decided which way up the world should look? It's very interesting actually. If you study the history of map making you'll find that the map makers of the world always put themselves at the top and in the middle. We're presently using a map of the world that which was developed by European map makers about 400 years ago. In other words, it's 400 years out of date. The European map makers of the world put labels on things, like North, South, East, and West. For example we call the Far East, the Far East, but particularly if you live in the western side of the North America, the Far East is actually our Near West. So it depends what you name things in terms of names dependent on your perspective towards it. Yet, we're constantly fed information about the world which is, essentially, incorrect. In fact, the Mercator map projections, which are probably on campus here in profusion, distort the size of the land masses tremendously. The Northerners who developed these maps also put the equator, if you notice, about two thirds of the way down the page, which thereby enlarges the size of the Northern continents. That's the way we all think the world looks. We read newspapers and listen to news everyday, and we label things and we're told this is the way the world is. A communist is a communist. A China is Red China, etc., etc. We know so preciously little about the world and what's going on. We've also been constantly fed, because of the news media in particular, today in the information age. We've not just todays' news, but in fact yesterdays' news. This creates a tremendous short-term focus of what is really going on. The most important thing to know is whether the stock market went up today, or not: what the leading indicator did today. It went down, by the way, 1.2 percent in August. That's irrelevant. It doesn't matter outside of the long-term context of things.

Another preposterous statement that was made to me about twenty-one years ago was this: only the future is manageable. The way it was explained was this: the past is not manageable, we've had our kick at the can. We've had our chance at managing the past. Ok, fine. I'll buy that. It doesn't mean to say that the past is not important, of course, it is. What happened yesterday, a week ago, a year ago, a decade ago still influences today and the future. In terms of management, we can't do anything about the past other than by making a new decision either today, tomorrow, next week, next year, next decade. So then, ok, ok, what about the present? Well, the argument was the present does not exist. The present is simply a fleeting microsecond of time as we constantly move from the past to the future. We're on a continuum constantly moving into the future. Everything that I have said, everything that you have done up until now, is, in fact, history. Therefore in a managerial sense all that can be managed is the future. That poses a problem because we don't know what the future holds. Management is about managing what hasn't happened yet, and we, therefore, have to figure out what is likely to happen and what we are likely to cause to happen if we're to stand any chance at all of managing successfully the future. That's why I became a futurist. Mark Twain had a very simple answer. He said, "I'm interested in the future because I'm going to spend the rest of my life there." Why not? Tomorrow is the first day of the rest of our lives. So, you have to start looking at the world in different ways, and that's some of what I want to present to you tonight.

Some of the slides I'm showing you here were developed for a corporate audience and for a government audience. Please try to look beyond that and look for the message that's implicit for you. The corporation, IBM, is no different from a small nonprofit organization run by two or three people. Is anyone here from IBM, by the way? My apologies, but IBM is not the big corporation it thinks it is. IBM is a big bureaucratic organization just as bad as any government department in Washington or Peking or Moscow. It's struggling with how to get itself into the future: same with the automobile industry. Yet, we talk about leading edge organization and organizations of excellence. The only organizations of excellence are those who make an attempt to figure out what the future holds and get into that future and position themselves into that future. They're the ones that, according to jet pilots, push the envelope, push the limits, as far as they can be pushed without totally blowing itself up. The only way you can do that is by being global in the way you think and approach things, being futuristic, and trying to anticipate where all these trends are heading. Then, not just being overwhelmed by all the problems that we have, but saying, ok, where are all the opportunities that are presented by these changes?

The newspapers always give us the bad news. Bad news about everything. Very rarely do they ever give us the good news because it's the bad news that sells newspapers. It's the bad news that makes you watch the news. There's a lot of good news in the world. Now, I'm not a blind optimist like John Nesbitt--he says that in his book, by the way. We have the same publisher and same agent, so, this is only friendly jiving. Being in the banking business for twenty years made me a pragmatist. When people ask me if I'm an optimist or a pessimist, I say, well, neither really. I believe that optimism is the only real philosophy. You also have to be pragmatic and realistic and recognize what is going on. As well as looking at the problems, let's look at the opportunities.

Geostrategic thinking: The only people who talk about this are people like Brazinski because he's applied a concept to geopolitics and geostrategy. It applies in our everyday lives. Geostrategic thinking has three components: global thinking, futuristic thinking, and looking at where the opportunities are, and out of that fall the new ways of doing things.

Global thinking: In the micro and macro sense, global thinking in the big picture sense, in the multidisciplinary sense, in the geographic global planetary sense. And the microthinking in terms of what's happening in the microaspects of science as well as the microaspects of science.

Futuristic thinking: Long-term forces cause impacted forces, unexpected events. Many unexpected events are not really unexpected if you see what's going on if you look for the tips of the icebergs which keep surfacing from time to time. And the task of the futurist and the manager and the planner is to constantly try to reconstruct this jigsaw of the future reality which is what we have to manage. It's going to dictate what our future is going to be.

One of the opportunities that comes out of that, then, where is the leadership that said: "Ok, here is the opportunity, here is the vision, here is the direction in which we must go"? There's a tremendous vacuum of leadership in the world. Who is the number one leader in the world today? Who? Gorbachev? Anybody else? Bush? Any serious replies? Now, George is not bad. The number one geostrategic leader in the world today is Mikel Gorbachev, and you know what? That's dangerous. I'll get to it maybe later or in the question period. I cannot believe how liberal America is jumping on the Gorby bandwagon. We're all being sucked in. Sucked in because he's the only one who understands, in a geostrategic sense, how the world is changing and how to take advantage of that--how to become the predominant player in the new global order which is emerging. That's why Moscow's doing what it's doing. I'll get to that later.

Macro, micro. Future perspective. Social technological, economic, and political creates new opportunities to do things: whether you're in business, whether you're nonprofit, whether you're private, whether you're public, or even in your own lives as a student, someone running a family, or whatever you're doing. Thirty five global forces that are really changing the world in a dramatic way in a four step process.

I put social first for a very particular reason. Nothing changes in this world unless we the people decide it's going to change--outside of acts of God. Now it's often thought that, well, there's somebody out there creating technology, and it is sort of imposed on us. Well, yes there is. There are human beings out there creating technology. They're creating technology to meet needs which you and I have. It's somebody's mess: they're all arguing about it in Washington in terms of whose fault it is. It's our fault. We put them there to spend this money; we insisted upon them spending this money. We're the ones who decide whether we're going to get into debt or whether we're going to save money. We're the ones who create economic conditions.

Environment. Somebody's screwing up the environment. Yes, we are. We're also the ones that are going to clean it up.

Politicians are the ones to blame. Yes, but we're the ones who put them there and we're going to vote them out of office too. All the changes in the world come down to people. People invent technology to meet human needs and aspirations. Humanity has succeeded magnificently at putting itself out of work with technology. But we're not ready to accept it yet. So, what we're creating, in fact, is a huge leisure economy that will be phenomenal in size and scope over the next half a century and beyond. I'll get to that.

Create value through economy. In metropolitan Toronto the tourism industry is today the second largest industry in Toronto in terms of number of people employed and in terms of GNP output. It's second only to the financial services industry of banking--big dollars. Lots of Americans come and spend dollars to buy Canadian dollars: at $.85 a piece, it's really a good deal. It's a good for the Canadian economy. It employs a huge sector of the population.

The last step in the process is the party political system or the government system or the management system in a private sector company that must manage this entire four step process to make sure that it starts all over again and that the benefits are returned to the people. That's what politicians are there to do, to govern the system and presently the system is not being governed, either nationally or internationally. That's why the world is in a mess. The final step in the process is not being completed. We essentially have incompetence in political office and in governmental affairs and in most corporate leadership offices.

This four step process interacts with the inside of every organization: The organization, itself, with the staff, the products, the clients, the service, the consumers, share holders, stake holders, and whatever you want to call them. You create a total systems approach to what is going on in the external environment, and how does that relate to internal environment of an organization?

Social, technological, economic and political. Nesbitt says we have high tech, high touch. That concept actually comes from (here's another dig) Marshal McCluen. Marshal McCluen, who coined the phrase of Global Village, wrote in 1964 in a book, *Understanding Media*, that the more technology there is that comes into our world, the more human beings need to compensate through increased levels of human interaction. So, for example, if you stop going to a bank teller and instead go to a bank machine, you will in some other aspect of your life compensate for that loss of human interaction. However, with banks these days I'm not sure how human it is. Tellers don't smile much any more, and you probably get as much human interaction from a machine. But that's high touch. We're certainly in a high tech world.

I want to add two other concepts, high value and high virtue. High value. Where does the wealth come from? Where does the increased productivity come from? How do you balance the budget? Somebody asked me when I was in the bank, "What does the word money mean"? I could not answer the question: I have not yet answered the question.

Some people are getting closer to it. There's a Nobel Prize waiting for anybody who comes up with a new theory of economics based on information. Where wealth comes from is only one place, that one place is increased efficiency and productivity. Real increases in wealth only come from improved efficiency and productivity. Where do increases of efficiency and productivity come from? They come from knowledge, expertise, information: they come from one central place, up here, ideas. This is where money comes from, from right here, between our ears. Without that we would all still be slaving on the farms that the settlers first settled here. Only 3% slave on farms in North America instead of 80%. We produce abundantly more output with that system because of applied science and technology, hardware and software, expertise and knowledge to increase the productivity of the system.

High virtue. Believe it or not, the nineties are going to be the high virtue decade. The greed driven decade of the eighties is coming to a close, we've had enough. There's going to be an accounting to be paid,and there's going to be a lot of ethics focus in the nineties. Synthesize all of this and we'll be successful.

Social motivation, then, hierarchy of needs. Eighty percent of the planet is still at the bottom of the ladder. Feed itself, cloth itself, provide itself with all the basics. Everybody in this room is well up the ladder with different needs and aspirations. As you go up the ladder, your values change. If you live in a peasant village in China, even though you're well fed these days, you're concerned about your daily food. No matter what happens in T'ien an Men Square, the peasants in the villages in China are watering, weeding, harvesting, and feeding themselves. It's been like that for centuries as emperors come and go, but, not for us. Our values around food and daily living are totally different. We want to go to a nice restaurant, have a table cloth, nice service, and a sprig of parsley on the plate, and all this kind of stuff. Values change as you go up the ladder. Values are what drive the economy, technological change, and innovation in a society as it [sic] regenerates itself with each new generation of people.

It's a cliche, but we have an aging society, a very dramatically aging society, which is going to have huge effects on everything that you are doing in your sector of the economy. You can, in the United States, this is the top of the list, number people aged sixty and over for every one thousand workers. By the year 2020, which you might think is a long way a way, in the United States it will be 40 percent, 405 people out of every thousand will be sixty-plus. Now, these statistics have to be put in a different concept. You know, we're presently struggling with what is retirement and whether people should retire. We're also seeing extensions of life spans. By 2020 there's going to be millions of Americans over 100 years old. I don't think they're going to be retired for 40 years, neither should they be. We have to redefine what work and education and leisure are all about in the post industrial society. Redefine what life itself is all about, and what contribution to social welfare really is, other than a job. This will also change your employment pool, labor pool: it will change your client base and it will change peoples' habits around leisure, tourism, and recreation.

Health, nourishment, and so on are very important--fitness and well-being in our society. The baby boomers of ten years ago are not going to be jogging around the block when they're 100 years old. They may still be playing golf. In between now and then, if you want to get rich in the nineties, open a golf course. There's a lot of people here, a fat number anyway, from the Forest Service. I keep telling the Forest Service, open golf courses. They say it costs millions of dollars to open a golf course, and you need Jack Nicholas to design it and all the rest of it. Well, if the people in the Forest Service can't design a golf course, then I don't think they're much good at anything and if you'd do it, as I know you can do it, it'll be successful. There's going to be a lot of golfers including Japanese golfers. It's almost as cheap to get on an airplane and fly across from Tokyo and play golf here as it is to play golf in Tokyo. In fact, many Japanese entrepreneurs are opening golf courses here precisely for that reason.

We also have a changing market in America. In fact, America is changing it's name. America is going to become Americana. Canada is the 51st state. It'll probably be four or five states, British Columbia, Alberta, Saskatchewan, and Manitoba another state, Ontario will be a third, Quebec will be another one, and the Atlantic Provinces will be another. They're economically integrating with America, they have been for decades, but now the free trade agreement between the two countries makes it the natural evolution of things. There will be a free trade agreement with Mexico signed within two or three years--the deadline they're putting on it is 1993. That creates a common market in North America that I call Americana. This common market will be bigger than Europe or than Western Europe will ever be. EEC 92 is a 4.8 trillion dollar market. Americana today is a 6.2 trillion dollar market. Sorry to beat her. By the year 2000 Japan's economy will be as large as the American economy. So, don't ask me about Europe. I ain't going back there. Go West, young person, and it's still go West.

Now, Mexico is changing, there's a shift from the Atlantic to the Pacific and from the North to the South, as there is in the entire world. Eighty percent of our immigrants used to come across the Atlantic. That changed in about 1985 and they became the minority. Today, 80% of America's immigrants do not come across the Atlantic. The makeup of our society is changing rather dramatically. It was good that we refurbished the Statue of Liberty. We should have either moved it to Los Angeles or built another one. That is the nature of the change that is going on.

The demographics of our society are also changing rather dramatically. In fact some whites in this country are concerned that they're going to become the minority which will, in fact, be the case. You read about the issue in Quebec, about language rights, and the French speaking people in Quebec are afraid of being swamped by North American English-speaking culture. What they don't seem to understand is a lot of white English-speaking Americans are afraid of being swamped by Hispanic-speaking culture and are changing their state constitutions to make English the only language. Interesting isn't it?

One of the best points of John Nesbitt's new book *Mega Trends 2000*, is when he talks about nationalism. What we're really seeing in the global village with the enclosure of global society is not really a request for sovereign nationalism, or sovereignty per se, it is cultural nationalism that people are concerned about. It's a cultural backlash against a global explosion; we're all afraid of being swamped by an homogenous global glob of humanity, which is not going to happen. J.R. notwithstanding, American television culture notwithstanding. North to south is not just a migration of the population from the Great Lakes and the Northeast down to the sunbelt and the West coast.

There's also a shifting in manufacturing happening. Why? Cheap labor in Mexico, that's why. Horrible isn't it? Exploiting more jobs. No, it's fantastic, and you know why? They're 90 million people in Mexico and we're going to build up their standard of living. They're going to buy all kinds of wonderful things from us. Illegal immigration will stop, and all these kinds of problems will be solved. We will develop that economy from a GNP per capita of $2,000 each up to our level of $20,000 each--probably within about fifteen years. We need their labor because you and I are not prepared to do those jobs. Let's be frank about it. You know why we pay such high prices for North American cars? Because you and I were not prepared to stand on a production line dealing with cars. We bid up the wage rates of the blue-collar workers who work. Then when we got tired of that, and the manufacturers couldn't compete with the foreign imports, they put robots in there. This is the way the world, it has always been and the way it will always be. We'll substitute technology or other sources of cheaper human labor either because it gets to expensive or because our values have changed, and we're not prepared to do that kind of work. That will continue to evolve in Americana.

I heard, oddly, discussion today at the conference session about women in society. A huge gap and women in society are going to change recreation in society like you haven't seen. Most sports and recreation, like everything else in our lives, are white, male inventions. They're going to change. The leading example is the automobile industry. You think they're all right up to snuff in terms of being close to the customer, close to what the market place wants, and responding. How many decades have women been driving cars? How many car manufacturers have vanity mirrors behind the sun visor on the driver's side? They're getting there. The recent model cars are getting there. I would like a mirror on that side of the car. These car manufacturers do not understand what the customer wants. Nissan now has a car which has a three person design team, and those three people are all women. It's a car aimed at women. You're going to have to look at what's happening; these women are moving into professions. A majority of graduates out of MBA programs today in the United States are women. They get higher marks than men. The market place is changing; the labor pool is changing; the management ranks of people are changing. Automobile show rooms are going to have to be staffed with 50% female staff, and not just white ones either. Last year 47% of all the new cars bought or leased in the United States were bought and leased by women. It's the same in any product, any service you're offering.

Equity is everything these days. It's what I call transgender. Skills have to be developed. We're talking about the skills of a new employee. Talk to any industrial psychologist, it's an old expression and of course industrial age, but talk to any industrial psychologist and s/he'll tell you the biggest stress factor today in any organization once it's discovered because it's not talked about is the stress between male and female relationships in the work force and in dealing with clients. It's causing negative influences--negative energy in corporations and in government departments. Why? Because we have not developed the skills of relating to each other. We must develop those skills, and we will get win-win situations for everybody. We will learn from each other, yet we will not become androgenous, thank God. We will learn about each other's skills with the complimentaries of our skills that transcend gender and become, what I call, super sexual. The publisher wanted that in there to help sell the book. In fact, he wants a book on that title. I said I'm not interested in that, thank you very much. This is the future we will be moving more and more into the nineties.

How do we twin the unique capabilities in male-female brains which at the present point and time, whether it's conditioned or biological, we do not know. Presently, there exists distinct differences which are complimentary which we must learn from each other; we must develop to enhance the productivity in the high touch nature of all our organizations. They'll be better places to work. It goes beyond the basic relationship.

This is a sixtie's couple. You can tell it's an old photograph. The sixtie's generation comes to power in the nineties. Some hippies are now in corporate executive offices. With a sixtie's value set this brings different relationships, different values, different personalities, different ways of thinking. The children in this group also have different mind sets. I have two kids, the eldest of which is 21 next month. She was born after Neal Armstrong stepped on the Moon, born into the space age, born into the age of test tube babies, and all the rest of it: an entirely different mind set about values. They don't have all this baggage we bring with us from the industrial era. We'll approach things in different ways; we'll create a different future.

Education is going to have to re-invent itself like every other institution. When practicing re-inventing the world, we must re-invent education which is your business. We have bureaucracies, and resistance to change, and so on, and so forth. It doesn't matter. It must be done. Institutions were created by human imagination; they can be changed by human imagination. We must do it in education, no matter what curriculum, or what faculty you're in.

Leisure. This is a leisure palace, it's a hotel, but it's a leisure palace. It's part of the leisure industry. Hotels are part of the tourism business, big dollars, lots of money; they have to provide comforts of home. So do you, even in the campground.

Transcultural skills were mentioned a little bit today, but in the global village in a multicultural society we must learn much more about how to relate to each other. The global village is the reality, it goes beyond language. It's not a matter of learning language. Yes, brochures and things have to be in different languages, but we don't necessarily have to learn the language. I do a lot of business in China. I speak hardly any Chinese. It helps now that I have a Chinese wife, but nevertheless I speak hardly any Chinese. I speak a few essential words and phrases in Chinese. Some humorous things, some new important answers concerning the culture which are important, and I can understand some of the things and some of the cultural backgrounds that they're coming from. I'm trying to steepen myself in what Chinese values and culture are all about, beyond what my wife can tell me. She is not a North American Chinese, by the way. I was Shanghaied in Shanghai. On my first trip to China in 1984 I was giving a lecture there, as often happens in life, she wasn't supposed to be there at that lecture. Her boss was supposed to be there. He was busy attending a party meeting, so sent her along. She actually asked me a question about education. She said, "I'm researching higher education. Can you send me some information about it from North America?" I lied and said yes, I could, because all I wanted was her address, and it went on from there. I don't know who Shanghaied who actually. But, anyway she's a Chinese born, bred, raised, in Shanghai until two and a half years ago. Even she is now a westerner--more western than she was--does not understand the Chinese culture in terms of the depth I want to get into. What makes the Chinese people tick? What is T'ien An Men Square really all about? There's a lot of conundrums in that society. It's very difficult, but we must make an attempt to try to understand them if we're going to be successful in servicing them when they come here, and also to aid in our interactions with them.

Today art and culture were mentioned and their influence. John Nesbitt forecasted in the nineties, [sic] arts and culture will surpass professional sports. In terms of revenue generated at the turn style, he's correct, in fact, he's almost there. There's a phenomenal movement in arts, and culture, and theater, orchestras, museums, and so on. It's unbelievable. It will totally change the market place in terms of what recreation and leisure is all about. A lot of it is indoors, of course, and maybe you're not interested as outdoors people, but it's there as a tremendous phenomenon.

We will see a peak in the huge salaries paid to professional athletes and we will see modest increases in the lousy salaries paid to people in the art communities because the demand is surging dramatically. Why? We're a more educated society and we're getting bored with baseball and football games which are engineered as TV productions. We're becoming much less of a lunch pale society. We want more variety and the global village says we want to know more about other cultures.

Also mentioned today was spirituality which has something to do with it. Whether it's arts and culture; whether it's orchestra, opera, or play; whether it's professional football, baseball; whether it's camping or hiking, or rock climbing, it has to be high touch, high tech because that is the nature of the game. I am conditioned as a consumer in a high tech society to expect to be served in a high tech way. If some key element of your operation, whether it's the ticket, the registration, whatever it is, is not done in a high tech way, then I think you're backwards. I think you're behind the times. Therefore the product you're delivering to me must also by association, right or wrong, be behind the times. Also, internally because the need to improve efficiency and productivity, you must be high tech. It's both an internal phenomenal and external phenomenal in terms of how the product is delivered to the client. It must be much more high tech and high touch.

The customer. Your customer in every business comes first. It's what the IBMs of the world are grappling with: to try to become market driven companies. The customer has to come first, nothing else matters, because without a customer you don't eat. If a customer doesn't come back you're finished. These are the Japanese views of the customer. The word for customer in Japan means honored guest. All of your clients in outdoor recreation are honored guests. They must come first. How are they to be served? How do you design that service and product delivery to make it effective? That scale of treating people as honored guests is part of employee training and development. It's part of the skills which have to be provided in tomorrow's employees. People look for good feeling, look for good treatment, good product, good service. If it's not there, they're dissatisfied and they'll look elsewhere for that product and service.

Over all implications of all of these trends, you must see the world as it is, not as you would wish to see it. You must see the world through your customers' purposes and your employee purposes, not your purposes. The way to 100% customer satisfaction, the way to being totally successful at what you're doing, is to meet customer expectations no matter what it takes.

Technological. Here's how forecasters can get wrong. I'm sure you've seen it all before. Science is constantly proving itself wrong. This guy (from the patent office) just didn't even say anything. He recommended his job be done away with and the office closed down. That's how bad it was. So here's the experts seeing patent applications coming in, maybe not every minute throughout the day, but weekly anyway, and he thinks everything has been invented. Everything has not been invented. Science is constantly proving itself wrong, and technological innovation keeps coming along in new bursts, new waves of technology that create revolutions. Alvin Toppler in his book, *The Third Wave*, had the concept of the Third Wave Society. First wave was agricultural revolution, second wave was industrial revolution, third wave is whatever comes next. Futurists have never quite figured out what to really call that.

Service economy, information economy, knowledge society, and so on--this is my attempt at three upmanship on Toppler. What I call a Sixth Wave Economy, high technology, leisure technology is building, then there will be aerospace technology.

What is a leisure technology? Leisure technology is a jumbo jet, it's a hotel, and so on.

The biggest revolution that we're faced with in the immediate future is the major component of the high tech revolution of computer technology. It's the most fundamental and far reaching revolution in human history. Tremendous changes are being reaped world-wide by this change. Automation changed not just the factory, but farming, machines, combines, and so on. Computers are used in every sector of the economy. You cannot today run a modern farm, factory, sawmill, hotel, airline, whatever it might be without information technology. It's only just begun. Everyone will get plugged into an electronic system. Computers will become taken for granted--just as your telephone is today, they will become as common-place and this is happening extremely rapidly. Personal computers are coming off production lines one every half second while we speak because the world economy works 24 hours a day.

Electronic cottage. Toppler, talked about. It's difficult to see how all of this shakes out, and how you can put different numbers on it in terms of its impact. Personal computers, if the price curve continues to come down and the capability continues to go up, in-home usage is going to be phenomenal by the end of the 1990s--entertainment, bookings, and so on, messaging systems, going to the library, going to school. Today it's talked how education is going to have to change the way its product is delivered. This is the old way of doing lecturing. There's still a place for this way of doing it, but some of it can be done electronically. The challenge is to figure out which parts, which parts of which courses, can be delivered electronically. In the real world today, you can take a plastic card, go up to a banking machine in downtown Hong Kong, take money out of your bank account in downtown Hong Kong, this town, this state, any state, and you can do it instantly 24 hours a day and you do it across the International Date Line. It's already tomorrow in the Near West. You can't cheat the system because if it's already tomorrow the system back dates all of the entries. That's the real time world that people expect to be able to operate in. If I can go to the bank at 3:00 in the morning, I want to be able to go to school at 3:00 in the morning--it's a 24 hour world. Now, I can do that if I can submit my report, or go into libraries, or go into data banks through my telephone modem, but I can't if my institution insists that I can't. In some places, still in education, in the regular school system--we're debating if our kids should be allowed to use calculators. It's archaic. We all have at least half a dozen pocket calculators. With every magazine you subscribe to you get a new pocket calculator. Those pocket calculators have tremendous computing power compared with the big vacuum tube computers that IBM first manufactured in the forties. In fact, Tom Watson, the modern day founder of IBM, in 1948 had this big computer that probably filled about a third of this room (auditorium) that cost over a million dollars back then, in those dollars. He was asked, "What do you think is the world market for this machine, Mr. Watson?" He really didn't know, but he figured the total world market was five. It's on record. Why? Who can afford it; who can apply it; who can use it? The computing power in that machine is in every pocket calculator you've got thrown in a drawer at home. It's phenomenal. We don't know yet what the limits of this technology are.

The corporate world will be run through increasing networks and it increasingly is, in fact. Do you have a Benetton store in town? Some of you may have heard of it. Do you have the Limited? The Gap? It hasn't gotten here yet? Walmart, well, Walmart is in Colorado, too. Walmart is one of them. Let me tell you about Benetton. Benetton, they sell sweaters and other kinds of modern day fashions, slacks, and so on, but particularly sweaters, that's how they started. Benetton is an Italian company. They had 6,000 stores world-wide, it's probably 6,200 now. It's growing very, very rapidly. Benetton knows that back in their Rome head office everyday--which is an obsolete expression, because this is a 24 hour world--but everyday, they know how many sweaters are sold, of what color, what size, in which store, on which street corner, which shopping mall, which city, which state, which country on this planet. Everyday they know that information. Based on that information, they say what to discontinue, what to modify, what to bring out next, what's selling, and what to re-order. Orders are sent daily to factories in the Far East and under-developed countries, and new merchandise is on the shelves in those 6,000 stores within seven business days. What business is that company in? That company is in the business of selling clothing via information. They, in fact, do not manufacture anything. They subcontract the manufacturing to manufacturers. They're using information gathered at the point of sale, coupled with some market research information which they also do. Point of sale is real time market research information that says who is buying what where. This is what's happening, and they make decisions based on that; send new designs by computer, satellite, and FAX to the rest of the world. We have a world which is increasingly encircled by satellites. The first one, Sputnik, went up in 1957. Now there are more and more of them. These satellites are the tom-tom drums of the global village. They're a way in which people do business. They're a way in which we communicate. They're the way in which regimes are toppled. They're the way in which democracy works. The President doesn't get on a train and go across the United States, he gets on a satellite and gets on an up-link. What politicians are finding out is that communications and politics are two sides of the same coin.

Business is finding out that information and money are the product they're selling and are two sides of the same coin. It's the information content of the product which is most important and which gives the competitive edge, whether it's in the product itself or in the delivery of that product.

American Airlines. They have an airline reservation system called SABOR. American Airlines makes 70% of it's profit from it's airline reservation system, not from flying airplanes. It's the best airline in North America. That's where their profits come from, and they're not satisfied with that information system. The reason they make a lot of money on that system is they rent it out to different airlines who are not so smart. It cost a lot of money to develop these systems, so they lease that system out to the other airlines and charge fees. They're not satisfied that this system is good enough, so during the nineties they're going to re-develop and re-invent this system to make it into what they call an Electronic Global Travel Agency. That totally transforms the travel business. Those travel agents which still stay in business will not have a dumb terminal on their desks. They'll have a smart terminal provided by American Airlines. They will be worldwide. Information is very important in doing any kind of business, making any kind of decision, networking through the information system. You have to see the real time needs of global customers.

I don't know if the word glocal came up in any of the other slides, but it's not a typographical error. It's a new word, Japanese word. The Japanese now say the customer is a glocal customer. The global company must reach the local customer, and they now call this glocalization. It's the new buzz word in corporate Japan. How to tailor your services and products to the local customer whether they're in the next town, next state, or the next country. Those markets are different. Even similar niches are different in different markets if you are to do it high-tech and to make your products as information intensive as possible.

What was pleasurable today about going down to the national recreation area was the information that came along with the trip--not just the experience and the memories that will carry from the visual, it was the information that came along with the trip from an articulate guide.

I was once taken up into a sawmill in northern Oregon, it totally blew my mind, this sawmill. People would pay money to come in here. This is a tourist attraction, not just a sawmill. That sawmill today is having guided tours at $5.00 a head, a nice little profit center on the side during the tourist season. I did the same up in Saskatchewan, Alberta actually. If you've never driven in Canada, there's a lot of grain elevators, big wooden buildings that stand up on the horizon to store grain in. I was taken into one of those one day--fabulous place inside. You wouldn't believe all these ways in which they store grain in all these little bins in this elevator, all constructed out of lumber, but now becoming more high tech. I said to the guy, "Do you ever get any tourists here?" "Yea, we have school trips come out and the occasional American license plate who stop by to make sure this is not a space ship that has landed up here." They get maybe five, six people a day. This local community, Champion in Southern Alberta, has a lot of grain elevators, some of which are going out of business. They were looking for ways to diversify their economy out of grain because all they do there is grow grain. So, I said turn a grain elevator into a tourist attraction, put flood lights on it, put a sign on the highway, and see what happens; shouldn't cost you hardly anything. "Ok, we'll do it." Within a year, that grain elevator was generating $100,000 in tourist income from admission receipts of $5.00 apiece. People drive out of Calgary, two hours to visit this grain elevator. City slickers have never seen anything like it. Experience is what people are interested in, as you well know. Experience, but also having the thing explained. How's all this work? The farmer comes in and dumps his grain and so on and so forth. It's an experience.

I said to the Forest Service one day, look, you're accused of chopping down trees. Admit it. You do license people to chop down trees, no sense in denying it; that's part of your job. Let people come in and see that. Open up the doors and windows. This is what Deng Xiaoping started in China 10 years ago to reform the system. We have to open up the doors and windows, and if a few papers get blown around, so be it. We've got to get rid of the cobwebs. Open up the system and bring in the people and show the trees being harvested, yes, but also show them the entire chain of the story. Educate them about what forest planning and management and harvesting trees and replanting trees is all about. Then, they go back into their community, having paid money to be educated, as your ambassadors and not your critics. Sooner or later, you'll start doing that. It's the way to turn it around. What is the Forest Service? The Forest Service are the leaders of the environmental movement in the United States, they just don't recognize it yet. The only way that you can set the agenda, rather than let the environmentalist set the agenda, is to set the agenda. You are the environmentalist; that's why the Forest Service was set up to preserve that resource in an environmentally sound way. Put on the hat of the environmentalist and manage this conflict between the two sides.

Economic change. Shifts in the world economy and world finance. I come from Britain and the poor British people still think that they're the center of the world, especially in London. The world has moved on. The center of gravity of the world economy has moved from the Atlantic to the Pacific and it ain't going back. Our advantage here in North America is that we're in the middle of both. You know, those from down East don't realize this yet. New York still thinks it's the center of the world. It is not. The center of world finance is Tokyo. The bubble is bursting in Tokyo, and nobody seems to realize it. The 1929 stock market crash has been going on for eight months. Tokyo's stock market is down again today. It's lost 46% of value since January, and nobody seems to know it. It will emerge from the debacle as the number one financial sector. Real concepts about number one, number two and number three are really a bit obsolete in the new world. London is still an important center of finance, but not the largest by any means. The Tokyo stock exchange is five times bigger than the London exchange which used to be the largest in the world. We will have many among equals: Japan, North America, Amexicana, Japan with Southeast Asian countries, Europe, Western Europe is actually linking up with Eastern Europe, and so on into a totally different world. It's important to recognize that. There is a the fundamental shift in world affairs, a shift to manufacturing.

We are not losing jobs to the third world. We want to get rid of work. People say they subscribe to the work ethic. They're lying through their teeth. We're all lazy. We've succeeded magnificently at putting ourselves out of work. Every technology we create is to make life easier for ourselves. That's the purpose of our inventions. We're physically lazy and intellectually apart from rock climbers. Sorry Maurice. I'm deliberately trying to provoke you for the question period.

What is happening is the evolution of a leisure ethic. Now, you cannot enjoy a leisure ethic unless you still have a work ethic. You have to generate wealth in order to be able to spend that wealth on leisure. As we also heard today, the leisure economy is becoming so big it's starting to generate it's own wealth. There's a lot of interesting changes going on there. Everybody seems to think things just go on and expect the same trends will continue and nothing inadvertent will happen. It doesn't happen that way. Things grow according to cycles and spirals--anybody who works in anything to do with nature knows that. This is hopefully not too far out but if all these cycles affect nature, they affect us too.

If they affect us too, they affect the economy because we're the ones that drive the economy. Ask any farmer and he'll tell you.

There are cycles that affect us in ways we do not understand. Unfortunately, human beings behave irrationally when they think they're behaving rationally and expect things to continue and expect to live beyond their means. We have to pay the price, this is the price. I'm a firm believer in the long wave cycle of economic affairs. This is a simplified chart of the one which is in the book. In fact the Long Wave Cycle is a compounding of all the business cycles going on. If business cycles are occurring in three years, five years, eleven years (and they are), then they're all occurring at the same time. Therefore, there's a compound cycle which coupled with the Long Fifty Odd Year Cycle (that was developed by a Soviet economist, Nikolai Kondratieff) gives you the dark blue line which waves around their graphs. We're coming to the end of that cycle. I've been forecasting ever since 1982 that this is going to happen. It's almost on schedule; it's uncanny in terms of how this is working.

There's going to be a very severe recession. I call it a minidepression. The reason I call it a minidepression is to be sensational, but also because the recession that occurred in the early 1980s was called the Great Recession by economists because it was the worst recession we'd had since the Dirty Thirties. This happened in Europe, North America, and to a certain degree in Japan.

What I mean by a mini-depression is something a little bit worse and a little bit longer than that. We'll be out of it by 1993. I think George will pay the price. Whoever is in office during this time period, politically gets booted out because they're blamed for the previous incompetency. Mr. Reagan was a wonderful president, but his economic policies have gotten us into a lot of trouble. We're going to have to pay the piper. It's starting to happen in your budgets, those of you who are attached to government agencies. The piper has to be paid. We have created false wealth with Reaganomics based on borrowed money, money borrowed against the future which the new economy is not yet strong enough to pick up and carry forward.

The good news is we've been modernizing a lot of the old sectors of the economy; we've also bailed out a lot of dead beat companies which we shouldn't have done. We're still bailing out savings and loans which we shouldn't be doing. Nevertheless a lot of leading edge organizations have revitalized themselves, gone high tech, and have become very productive. We've been putting in place a lot of Silicon Valleys, literally, during the last two decades. Silicon Valleys of prosperity, but they're not strong enough to pick up this new economy, the new high tech sectors, but they will. We will have a super boom of unprecedented proportions, not just for our own economy but on a worldwide scale because the technological innovations which are taking place, particularly in information and computer technology, are spreading worldwide.

The biggest manufacturer today of personal computers is still IBM. The second largest manufacturer is a company you have never heard of. It's called Samson Electronics, it's a South Korean company. South Korea is the new Japan which America has not woken up to yet. Samson is the 17th largest corporation in the world. It makes 80% of all the microwave ovens sold in this country today. It's now the second largest producer in the world of PCs and it's now getting into the chip business. China stands to do the same thing, this is a world-wide thing. India is developing a huge computer industry. Brazil is developing a computer industry: it wants to be self sufficient in computing technology--of course, making computers at a much lower cost than they would be able to be made in this country. Therefore, they can afford them in their own countries--not for the population at large, but for the productive sector of the economy in academia, in science, in technology, and in business.

So we're going to have a lot of strong growth. What does this imply if I'm right about this? We're already in this recession. Depending upon it's severity, it means that budgets are going to be cut. The important thing is to try and look beyond it in terms of where do we go from here, what is the new economy promise, what does the new economy bringing? If we slash too much meat from the bone again, then we impair our ability to take advantage of the takeoff when it really comes. We're going to try to have bifocal sets of lenses in terms of looking at budgets, short-term budgets and long-term budgets. The long-term budgets are research and development and developing new curricula; things like this, should not be cut. They're required to get us into the new future.

The Sixth Wave Economy I mentioned. High tech is the Fourth Wave sector which will become dominant over the next long wave cycle lasting fifty years.

Leisure and tourism which I call the Fifth Wave sector of the economy, is the fastest growing sector of the economy today in terms of employment in North America. It will be a huge industry by the year 2000. During a recession some parts of leisure tourism economy will be cut back. People change their spending habits. In your business (outdoor recreation) I don't know what happens, you're the experts. What happened in 1982, maybe it's calendar cyclical? People started taking fewer long trip vacations and stayed closer to home to do more local things. The rich of course will always have money and will always travel and do what ever--they're not effected. It's the middle class that restructures its spending habits and does things in different ways. So, different elements of your sector will be affected differently, but then we'll continue to grow again very, very strongly as we come out of the recession two or three years down the road. The largest sector, and the fastest growing, is the leisure and tourism sector in terms of employment in the United States and Canada.

Overall implications. We have to get back to some economic fundamentals, Economics 101. Where does money come from? Where does real value added come from? Let's get back to realistic assessments and evaluations of what things are all about. Maybe only a true capitalist understands this, but when Milton made all the money that he made, David Rockefeller made the very pointed statement, "How can it be, that this person makes

500 million dollars in one year? One calendar year and that amount of money is one third of my entire net worth; most of which I inherited from my father and grandfather. How can it be that one person can make so much money in one year?" Because we've lost all contact with reality in terms of where fundamental real wealth is coming from, we have to get back to those realities. Baseball players will be earning less; to keep sales at baseball games, tickets will be cheaper. The whole value system will come back into some kind of stability of supply and demand. The debt will be paid off. Dead beat companies will go to the wall; the good ones will survive. We have to prune out the system and allow the new shoots of growth to come forward. That's what has to happen in all of our organizations. We have to ask ourselves, where, fundamentally, are we adding value in the products and services that we're trying to deliver. How can we increase that value; through information content, which will be one of the major ways; or through technological improvement of administration or service delivery; more high touch employees? Whatever it is, it's going to differentiate us and make us better at meeting the longer-term needs of our customers.

Politically, of course, there's a heck of a lot going on in the world--most of which we don't have time to get into. These are some of the major things which will happen in the nineties.

Changes in our own political structure in terms of political reform. Political reform will come throughout the political system. The two mainstream parties in this country have lost touch with reality. They're out of touch with the constituent requirements. The cases which have happened of people being voted out of office are not unusual situations. In the province of Ontario, which is where I'm from in Canada, which generates almost 50% of the Canadian GNP, we have three parties: the Conservative Party, which is like the Republican party; a Liberal Party, which is essentially like the Democratic Party; and the new Democratic Party which is a little bit to the left. You are expected to win with a majority. But the Socialist Party has a majority in capitalist Ontario, 50% of Canada. You have socialist government to the North, not that Canada is embracing Socialism. That party is as surprised as any to be elected. There was a huge protest vote against the other two parties for perceived incompetence in being able to address the issues and because of unethical behavior and corruption that have characterized politics over the last several years. The corruption in the business world, the false values in the business world, looking for a higher dollar, junk bonds, all of these speculative activities trying to squeeze more out of the system than the system is able to deliver swelled over into the trough of politics which became even more corrupt in Washington, in Ottowa, Toronto, Tokyo, and in many cities of the world. People are sick and tired of it, and they [sic] are going to be voted out of office. There are going to be a lot of electoral changes going on in our society. If you have a new mandate, I would encourage you to run in the next election; you will probably win. This whole democracy will ultimately become electronic, by the way, through electronic voting, but we are about a decade away from that happening.

There is a very interesting experiment. Anybody familiar with it? In the Salt Lake City mid-term elections, I forget which year, '86, '88, they did an interesting survey. They plugged into those computers all of the issues and where all the candidates in all the districts in Salt Lake stood on those issues. Two thousand people participated. They were asked when they were in the polls to write down who they had voted for (most people don't even remember who they voted for). They wrote down who they voted for, came back, and said, "OK, this is where all these candidates stood on these issues. If you had known this, would you have voted the same?" Only 15% said yes. We do not have an educated, intelligent electorate because they are swamped with all the campaign advertising. They do not really know where the candidates stand. With a simple computer program which they have developed for the university there and which cost about $300.00 (a piece of software on a floppy disk), they were able to capture this information, immediately give a printout to the 2000 people who, if it had been done before the election, would have voted differently. It is possible to create an intelligent electorate and to make the process better.

Ethics will be the big thing in the nineties. Virtue. What is good moral behavior all about? Coming back again to basic values. Not a switch to the right. Just good common sense, honest and decent behavior. People have had enough of indecent behavior.

Green nineties. The sixties generation, coming to full power in the nineties, will create a worldwide movement. Many people have been caught by surprise; many in the corporate sector have been totally caught by surprise. It should not have been a surprise. I mean it has been building over a long period of time, not just from the sixties: Roosevelt was the environmentalist, but the sixties generation in particular. The World Environmental Conference in Stockholm in 1972, the creation of UNEF after that, United Nations Environment Program after that and building and building becomes a big global issue as well as a local issue reinforced by various events with such as Chernoble or whatever else creates a global conscience around the environment. Even during a recession, the money will be found to keep cleaning up the environment. In fact, corporations are finding it is in their interests to clean up; they are now making money. Three M (3M) is making about 500 million dollars a year on recycling garbage, its own waste, that they have never done before, saving half a billion dollars a year.

See the world through what is really going on in the values and expectations of people. Try to develop a leadership value which is high virtue. If the leaders can have high virtue, the employees can have high virtue because they want to work for high virtue companies and organizations and high virtue bosses who inspire people. This is the synergy that is required to buy a leadership, more than anything else, to bring all these things together; to see the world as it really is, as it's evolving; to see the world through the clients eyes, not yours. We are here to serve others in everything we do. If we do not do that, we will fail.

How is the organization structured? Very important. Look at the service and the products: what is the difference; what is the uniqueness that makes me go to this fast food outlet, as opposed to that fast food outlet? What is it that makes me go to this college, as opposed to that college? Why do they make me take this set of courses, as opposed to that set of courses? In an electronic age I might be able to telecommunicate to any college I want and pick and choose my courses. Electronic delivery of education is going to make education highly competitive in the nineties. You are going to have to compete for students. That will be new. Integrate the four step process with high touch, high tech, high value, high virtue. Leadership calls upon you to identify yourself and your organization with the forces of change and to work with the forces of change and to go with the flow; to integrate them together, the social, technological, economic and, political and to do it in a high tech, high virtue, high touch, high value way. Do that, and I guarantee you will be successful in the nineties in whatever endeavor you have embarked upon.

You are in league with the forces in the external environment. We are organisms. We have to prosper in that environment.

Some mention was made today about bureaucracies. Bureaucracies are top down who don't care much about customers. The whole focus of bureaucracies is on pleasing top management. You have to turn the organization structure upside-down and focus on the customer. The customer must come first. The employees must be equipped as human resources, which they are, not workers, to deliver high touch, high tech, high value, high virtue products and services in a high touch, high tech, high value, high virtue way to meet the needs and aspirations of those customers. Satisfy the customer, and top management will be very, very happy.

This requires leadership, but if necessary you do it from below. I worked in a bank which is a huge bureaucracy employing 30,000 people. The chairman of the board was a crisis manager who did not believe in any form of planning whatsoever. There was a new priority every Monday morning. I was very fortunate to work for the deputy chairman of that bank in charge of domestic banking. We did all kinds of wonderful subterranean things. We changed the names of positions, changed the names of procedures, changed the names of position descriptions, changed numbers that went to the boss. In fact, we lied, which was not very ethical. We created organizational change and made it very successful. The board of directors started to notice and wondered what had happened. They didn't expect this of the chairman of the board. They made their enquiries and within two weeks the chairman of the board was fired. For the first time ever in a Canadian bank (it was the second time, actually, in that bank), the chairman of the board had been fired for inadequate leadership, for not turning the organization structure upside-down, not focusing on the client.

Who is the major client of a college? The student. The student must come first. The major client of a hospital or a health care system is the patient, not the doctors. By the way, you keep hearing in the United States that we have a wonderful health care system in Canada. Don't necessarily believe it. We have revolving door medicine. All of our Western systems of medicine are sickness systems, not wellness systems. The system is set up to reward sickness not wellness. In the Canadian system the more times the patient goes to the doctor the richer the doctor becomes--he gets so much per visit. Where is the incentive to make the patient well? There is none. The reward system in many of our institutions is inappropriate. Where does the responsibility and accountability count? In the end the customer is the final arbitrator. They will vote with their dollars or whatever they have to vote with in terms of what they are getting in product and service. Integrate all of that, make it work, and you will be successful.

May the G Forces be with you.

DEVELOPMENT OF ACCREDITATION STANDARDS FOR COMMERCIAL RECREATION CURRICULA

By

Dr. Ralph W. Weber

Editors' note: Dr. Weber was unable to attend the conference, but submitted this paper which we feel is important to include in these proceedings. This paper also appeared in the pre-conference proceedings which all participants received at registration and had a chance to review prior to the working sessions. Dr. Weber is a lecturer at California State University at Fresno in the Recreation Administration and Leisure Studies Progam.

ABSTRACT

The basis of the accreditation process is measuring current content against formal guidelines or standards. This study used a Delphi technique to explore the important content areas to be incorporated into an academic program. This is an exploratory effort because there has been little research done in this area.

DEVELOPMENT OF ACCREDITATION STANDARDS FOR COMMERCIAL RECREATION CURRICULA

Introduction

In 1974 the National Recreation and Park Association (NRPA) and the American Association for Leisure and Recreation (AALR) established the Council on Accreditation for the purpose of evaluating academic preparation programs in park and recreation. The accreditation process includes the measuring of curriculum content against formal guidelines or standards. Accreditation was developed as a systemic evaluation procedure designed to specify that certain colleges and universities had been approved for the education of students in specific curriculum areas.

Between 1977 and 1986, 15 colleges and universities had received recognition for their commercial/tourism curriculums. During this time period however, there were no NRPA/AALR accreditation standards for the curriculum to be measured.

This study investigated commercial recreation educator and commercial recreation practitioner preferences for standards to be included in the development of national accreditation standards for commercial recreation curricula.

Method

Through the use of the three round Delphi technique a panel of 24 commercial recreation educators and a panel of 48 commercial recreation practitioners ranked 82 commercial recreation standards. The educator panel was randomly selected from a population drawn from the 1986-87 Society of Park and Recreation Educators curriculum catalog and the 1987-88 Resort and Commercial Recreation Association membership referrals. Both panels were drawn from the five National Recreation and Park Association regions: Northeast, Southeast, Great Lakes, West, and the Pacific. The practitioner panel represented the five domains of commercial recreation: entertainment, hospitality, retail, environment, and tourism.

At the conclusion of each round the standards were ranked by the use of a median test, with a median of 1 being ranked first, a median of 2 being ranked second, and so on until each standard had been ranked. A Kendall W test of concordance was applied at the conclusion of the third round to test for agreement of ranking between the two expert panels. The rankings of the two panels were then merged into one list of standards, and a X2 item analysis test was then conducted on the standards to determine at what point a significant change in agreement appeared. The 40 recommended standards demonstrated agreement between the two panels.

Results

The first round of the Delphi technique was completed by 83% of the educators and 94.1% of the practitioners. The second round was completed by 91.7% of the educators and 89.6% of the practitioners. The third round had a 100% response rate from the educators and a 89.6% participation rate from the practitioners.

The following 40 standards are recommended as the national accreditation standards for commercial recreation curricula.

General Knowledge

1. Understanding of the basic skills and competencies (business, inter-personal, and leadership) necessary for employment in the commercial and tourism recreation field on the professional level.

2. Acquire knowledge, insights, and attitudes for the successful establishment and management of commercial enterprises.

3. Knowledge of the varieties of existing commercial recreation operations, general requirements for useful ventures in the field, and unique problems associated with such ventures.

4. Understanding of the role that commercial recreation business plays in the total delivery of leisure services.

Trends-Issues, Assessment

1. Understanding the role of commercial/tourism recreation in meeting the leisure service wants among participants and potential participants.

2. Knowledge of the reasons why people participate in recreation and the psychological motivation for recreational activities.

3. Knowledge of trends in commercial recreation programming, entrepreneurship, sales, and management.

4. Knowledge of current trends and issues in the commercial/tourism recreation and facility management field.

5. Knowledge of and ability to apply techniques relevant to the analysis of business decisions in a recreation enterprise.

Programming and Leadership

1. Knowledge of and ability to conceptualize, develop, and implement recreation programs.

2. Knowledge of and ability to apply methods of assessing recreation activity and leisure needs in a commercial setting.

3. Understanding of and ability to apply principles of program planning and leadership in a commercial setting.

4. Understanding of and the ability to apply techniques of program evaluation and policy analysis that determine the extent to which programmatic and organizational goals and objectives have been achieved.

5. Knowledge of and ability to apply techniques of program evaluation.

6. Understanding of and ability to apply techniques of recreation planning that relate to demand for recreation delivery services.

7. Understanding of federal, state, county, and municipal laws as they may impact program and services in the commercial/tourism sector.

Personnel and Labor

1. Knowledge of personnel management and supervision.

2. Knowledge of recruiting, training, and retaining employees.

3. Ability to conduct effective personnel hiring procedures.

4. Knowledge and ability to apply theoretical concepts of personnel management and motivation.

5. Knowledge of current labor laws.

Facility and Resource Management

1. Understanding of and ability to apply methods for assessing the demand for recreation and park services and facilities in the commercial sector.

2. Understanding of and ability to apply methods of recreation and park facility operation and maintenance.

3. Understanding of the principles and ability to apply techniques of planning recreation and park facilities.

4. Knowledge of equipment and facility utilization, repair and maintenance.

5. Understanding contract services for maintenance of facilities.

Marketing and Promotion

1. Knowledge of key marketing concepts and their applications to commercial/tourism recreation enterprises.

2. Understanding of marketing, promotion, and sales concepts.

3. Understanding of the concepts of supply and demand, trade and growth, and income and profit in relationship to marketing and promotion of commercial recreation supplies and/or services.

Legal and Financial

1. Understanding of and ability to apply techniques of financial management including development of budgets for operating and capital improvement, expenses and revenue, pricing of services, cost effectiveness analysis, and financial forecasting.

2. Knowledge of business organization methods and requirements, legal and insurance requirements, risk management, financial considerations, and managing and evaluation operations.

3. Understanding of basic concepts of accounting, marketing, and evaluation of commercial/tourism recreation services.

4. Understanding of the various financing and budgeting principles and procedures used in commercial recreation.

5. Understanding of the legal liabilities of the management and operations of commercial/tourism recreation enterprises.

Business Methods

1. Knowledge of and ability to apply basic business concepts such as accounting, management, and writing skills.

2. Understanding of and ability to use business management skills in marketing, program development, and personnel management including motivating, training, and evaluation of staff to achieve organizational goals.

3. Knowledge of the day to day operations in owning/managing a commercial/tourism recreation business.

4. Ability to synthesize business skills with sound professional recreation philosophy and practice.

5. Knowledge and understanding of business skills and problem solving terminology necessary for a career in commercial leisure systems, and how to integrate this knowledge into a potential leisure service enterprise.

6. Knowledge of and ability to apply techniques relevant to the analysis of business decisions in recreation enterprises.

WORKING SESSIONS

Introduction

Working sessions were planned to follow a day of panel presentations. The sessions were designed to elicit views on professional development needs from various sectors of the outdoor recreation field (see earlier sections of these proceedings). A pre-conference proceedings including written papers of presentations and a study by Weber (1990) was given to conference participants at registration to allow further study. Two futurists also presented prior to the the working sessions: Frank Feather, author of *G-Forces: Re-inventing the World--The Global Forces Restructuring Our Future*, gave a global perspective on the future,and George Siehl, a senior advisor to the President's Commission on Americans Outdoors, gave a perspective on the future of American outdoor recreation.

Purpose

The format of the working sessions was planned to be a Nominal Group Process (NGP) to elicit ideas from everyone, followed by a modified Delphi process to rank order topics that were regarded as essential in future outdoor recreation curriculums. The question being considered by each group was: What are the professional educational requirements for people entering into the profession?

Methodology

After exhausting possible topics through the nominal group process, participants were to do two rounds of ranking (to be done individually and privately). After the first round, data was to be tabulated and the mean scores of the group ranking would then show the group's ranking of recreation education topics. The range of scores for each topic would show the amount of agreement or disagreement as the largest ranges would show the most disagreement (Kolb, 1984). After the first round, discussion was to ensue especially regarding the topics with least agreement. A second round of ranking was then to be completed to give a final ranking of topics.

There were three working groups; Commercial Outdoor Recreation, Natural Resource Management, and Field Outdoor Leadership and Instruction. Groups were separated into these areas as it was felt that concensus would be more easily reached within these different professional areas of outdoor recreation. Although the working sessions were three hours in length, only one group (Commercial Outdoor Recreation) had sufficient time to complete two rounds of the Delphi process. The other two groups needed the extra time to clarify and reach common understanding of the competency areas. Details of the working sessions (Commercial Outdoor Recreation, Outdoor Leadership and Instruction, and Natural Resource Management) follow.

Conclusion

A great deal of energy went into the working sessions. Although two rounds of the Delphi process were only completed in one session, important lists of competencies were developed in all three areas. The conference attendees developing these lists were outdoor leaders representing different agencies and were selected for their expertise in their own particular information areas. Details of these attendees can be found in Appendix A which includes biographical details. These high quality participants had attended panel presentations on future employee preparation in the public sector, commercial recreation and tourism, wilderness preservation, special populations, the National Outdoor Leadership School, Colorado Outward Bound School, and the Wilderness Education Association. This allowed cross-fertilization of ideas and raised many interesting questions (see Appendix B). Added to this melting pot was the information from the futurists, Frank Feather and George Siehl.

The results, then, are the views of the participants--experts in their own area of outdoor recreation who were subjected to concentrated interactions throughout the conference. The working session competencies reflect their perspectives after considerable thought on employee preparation toward 2001. These insights can be used to develop outdoor recreation curriculums with a view to the future.

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COMMERCIAL OUTDOOR RECREATION PROFESSIONAL ACADEMIC REQUIREMENTS

By

Dr. Lynn M. Jamieson, Facilitator

Twelve (12) commercial outdoor representatives participated in a two-round Delphi process to determine employee preparation for commercial outdoor recreation by the year 2001.

A modified nominal group process was used to generate statements among three groups of four persons. The statements appear in Attachment A. Then, these statements were combined and modified to form 25 statements used as a basis for voting (See Attachment B).

Rounds 1 and 2 were administered with discussion between rounds to provide clarification and modification before the Round 2 vote. Attachment C shows the results of the rounds.

The final ranking based on Round 2 is shown in Attachment D.

Discussion of Procedures

Initially, through a brainstorming process, three (3) groups of four (4) persons each silently and individually noted items that should be included in the employee preparation of the commercial outdoor recreation specialist in 2001. Within each group, then, participants shared their items one by one until all were used. This became the listings shown in Attachment A.

The facilitator with assistance from the group then combined these to come up with 25 agreed upon items. Key points stressed during this process included the following:

1. Those employed in this field need general overall education regarding liberal arts exposure and general commercial recreation along with emphasis on special areas such as resort management and specific services to clients. Settings were not to be specifically separated in these core considerations, skills could be learned through field and laboratory experiences.

2. Technical and specialized skills referred to specific skills related to a job, e.g., climbing, kayaking and medical training.

3. Leadership included teamwork skills, thinking and logic skills, and decision making skills.

4. Two basic business areas were emphasized: (a) Finance/Accounting/Economics (internal) and (b) Marketing/Public Relations (external).

5. Between Rounds 1 and 2 participants were confused as to whether they were dealing with priority ranking of courses or topics. The latter was stressed for clarity. Also, seven areas where the range was widest were discussed for clarity: (A) General Commercial Recreation changed to Overview of Commercial Recreation; (U) Wellness changed to knowledge of Wellness Concepts; (J) Risk Management--no change; (K) Exposure to Liberal Arts; (L) Customer/Client Service; (T) Technical/ Specialized Skills--Specialized was eliminated; (V) Event Planning Management--no change.

Discussion of Results

Attachment D shows the rankings of topics in order of importance to commercial recreation. The top ten were:

1. Communication skills
2. Ecological ethics
3. Technical skills
4. Marketing/Research
5. Customer/Client services
6. Fieldwork/Apprenticeships
7. Leadership/Teamwork skills
8. Risk management
9. Accounting/Finance/Economics
10. Computer information management

Essentially, three basic types of curricular needs were best described by all participants as: (a) core; (b) esoteric, (c) special.

The importance of the liberal arts background as a way of producing a more flexible employee was stressed. With the addition of general and specialized skills, an employee would be much more well-rounded.

One area of weakness was in the lack of incorporating knowledge of the natural resources area from a scientific point of view.

Attachment E shows one participant's thoughts on how such an emphasis could be structured into a curriculum.

Conclusion

The two-round Delphi was successful in selecting from the field topic areas what should be considered in developing a curriculum. Through refinement of these areas, a sound curriculum could be developed with curriculum planners and continued contact with the field.

ATTACHMENT A

Round #1 Statements

Group A

Travel/Tourism
International/Cross Cultural/Language/Travel
Experience--1st hand
Customer service/Professionalism
Accounting/Finance
Working with special populations
Formal training/Internship
Risk management/Liability/Legal
Creating small business/Business and markenting plan
Business-Marketing/Management and administration/Legal
Communication (at philosophical level)
Communication (verbal, visual, written)
Computer technology and application/Networking
Medical training (first Aid, EMT)
Physical fitness camp
Emergency management
Rental/Retail management
Understanding individual needs within group
Teaching skills
Hotel & resort management
Group dynamics/Facilities/Process
Commercial recreation & leisure services
Environmental conservation
Creativity/Innovation/Culture/Judgement

Group B

Information management
Administration
Law
Marketing
Business/Economics
Liberal arts
Agricultural understanding
Event management
Recreation planning
Apprenticeships
Hard skills

Natural resource Management
Communication
Facility maintenance
Wilderness EMT
International language
Hospitality
Land use agency
Leadership
Research
Creativity/Innovation
Organizational psychology

Group C

Job description
Cross cultural communication
Management skills
Communication skills
Understanding company philosophy
Computer training
Outdoor experience
Business law--Risk management
Physical skills
Ecological/environmental attitude
Work ethic
Human resource administration
Enthusiasm toward career
Politics and government relations
Economics
Writing and presentation skills, media
Public relations
Leadership skills
Marketing--tourist development
Math skills--business oriented
Resource interpretation training
Teamwork skills
Thinking and logic skill, decision making
Specialization skills--climbing , hiking, etc.
Environmental engineering
Service attitude
Feedback
Teaching skills

ATTACHMENT B

Round #2 Statements

A - General commercial recreation
B - Communication skills
C - Cross cultural/Language (Travel)
D - Creativity/Innovation
E - Fieldwork/Apprenticeships
F - Technical/Specialized skills
G - Marketing/Research
H - Computer information management
I - Legal aspects
J - Risk management/All risk
K - Exposure to liberal arts
L - Customer/Client service
M - Ecological ethics
N - Politics/Public/Private relations
O - Accounting/Finance/Economics
P - Human resources administration
Q - Leadership/Teamwork skills
R - Teaching/Interpersonal skills
S - Working with special populations
T - Leisure philosophy
U - Wellness concepts
V - Event planning/Management
W - Maintenance management--facilities area equipment
X - Career development
Y - Land/Water

ATTACHMENT C

Round #1

Delphi Results
Workshop: Commercial

ITEM	TOTAL	MEAN	RANGE	RANK
A		10.70	1-25	10
B		3.70	2-9	1
C		11.80	5-16	12
D		16.40	6-25	19
E		8.90	3-21	3
F		12.40	1-22	14
G		10.40	1-18	8
H		9.25	3-22	5
I		10.58	2-23	9
J		10.17	1-23	7
K		14.00	2-25	16
L		11.08	1-24	11
M		8.17	1-19	2
N		14.33	10-22	17
O		9.67	2-16	6
P		12.00	3-24	13
Q		8.92	4-18	3
R		13.08	4-24	15
S		19.58	8-25	24
T		16.92	9-25	21
U		16.33	1-25	18
V		18.50	2-23	22
W		20.92	19-24	25
X		16.50	6-23	20
Y		19.25	5-25	23

Round #2

Delphi Results
Workshop: Commercial

ITEM	TOTAL	MEAN	RANGE	RANK
A		14.70	2-25	17
B		3.42	1-12	1
C		12.67	2-23	14
D		15.08	2-25	14
E		8.92	3-18	6
F		8.08	1-19	3
G		10.00	1-24	4
H		8.58	2-17	10
I		10.75	4-20	11
J		9.33	2-21	8
K		12.17	2-24	13
L		8.67	1-19	5
M		5.92	1-24	2
N		13.50	5-25	16
O		9.92	1-19	9
P		11.75	4-17	12
Q		9.00	3-17	7
R		13.17	4-23	15
S		19.75	15-25	22
T		19.08	4-24	21
U		18.83	9-24	20
V		18.42	10-25	19
W		21.08	16-25	23
X		21.08	17-24	23
Y		19.75	6-25	22

ATTACHMENT D

Final Ranking of Statements

1. Communication skills
2. Ecological ethics
3. Technical skills
4. Marketing/Research
5. Customer/Client service
6. Fieldwork/Apprenticeships
7. Leadership/Teamwork skills
8. Risk management
9. Accounting/Finance/Economics
10. Computer information management
11. Legal aspects
12. Human resources administration
13. Exposure to liberal arts
14. Cross cultural/Language/Travel
15. Teaching/Interpersonal skills
16. Politics/Public-private relations
17. Overview of commercial recreation
18. Creativity/Innovation
19. Event planning/management
20. Wellness concepts
21. Leisure philosphy
22. Working with special populations
22. Land/Water management
23. Maintenance management
24. Career development

ATTACHMENT E

COMMERCIAL EMPHASIS

What is needed in Employee Preparation for Commercial Outdoor Recreation?

CORE

1. Communication skills
2. Computer science
3. Math skills
4. Finance
5. Economics
6. Personnel administration
7. Psychology
8. Business law and risk management

ESOTERIC

1. Teamwork
2. Thinking and logic skills
3. Sense of humor
4. Work ethic
5. An understanding and appreciation for the environment
6. Moral integrity
7. A service attitude

SPECIAL

1. Specialization skills

NATURAL RESOURCE RECREATION PROFESSIONALS: ACADEMIC REQUIREMENTS

By

Dr. Glenn Haas, Facilitator and Compiler
and
Kirsten Ingebrigtsen, Compiler

The question which the Natural Resources working session addressed was stated as: What are the professional educational requirements for people entering into the profession? The Office of Personnel Management O23 job series, outdoor recreation planner, is currently used to define the requirements for applicants entering the natural resource field, yet there are no explicit nor minimum educational requirements as there are for biologists, foresters, geologists, and others. Our challenge was to identify professional requirements which could in turn identify new requirements to be used in revising or rewriting a similar job series, and could be used in developing college curricula.

The group answering this question was composed of mostly upper level managers from federal and state land agencies. These included the United States Forest Service, United States Fish and Wildlife Service, National Park Service, Bureau of Land Management, Colorado Division of Parks and Outdoor Recreation, Colorado Division of Wildlife, as well as representatives of universities and private companies. It is recognized that most graduates of natural resource programs who specialize in recreation will enter a public agency position, but some consideration should also be given to prospective employees in the private/non-profit sectors.

In presenting the findings, the authors have decided not to rank order specific requirements because the group only went through one initial ranking with little discussion of results. The Delphi procedure was not carried to its full extent because of time limits. In looking at the identified subject areas, several themes were apparent. These themes have been labelled as core areas: natural resources core, administrative core, recreation management core, and behavioral science core. Attachment A lists groups and special skills identified by the natural resource working session.

Natural Resource Core

A fundamental knowledge of natural resources was very important. The group felt that an entry level employee should have a basic understanding of such subjects as natural history, ecosystem studies, geography, natural resources, visual resource management, hydrology, soils, conservation biology, cultural resources appreciation, and anthropology.

These provide an understanding of basic foundations necessary for those planners who administer resources.

Administration Core

Administrative skills also ranked high on the list. The subjects from this area covered a spectrum of skills ranging from conflict resolution, leadership, entrepreneurship, and management to marketing, legal aspects, and information management.

Recreation Management Core

Specialized skills as well as planning skills were included in the discussion of recreation management skills. Although much of the resource management knowledge was included in the natural resource core, a need for more specialized skills pertaining to the recreation facility were also noted. This group included integrated land use planning and recreational facility planning as well as design, operation, and maintenance of facilities. Other aspects of recreation which were mentioned as being important included tourism, interpretation, and practical skills such as mapping, Geographic Information Systems (GIS), backcountry use, wayfinding and survival, and mechanical equipment operation.

Behavioral Science Core

A Social/Behavioral Science group and a Communication group were included in the Behavioral Science core. Sociological skills included understanding of different segments of the user population as well as understanding policy formation and the democratic process. Communication was combined with media relations and included listening skills, effective communication, public involvement, and environmental communications.

ATTACHMENT A

List of Suggested Items

Natural resource core

- Natural history
- Ecology
- Geography
- Ecosystem management
- Visual resource management
- Hydrology
- Soils
- Conservation biology
- Cultural resources
- Anthropology

Negotiation skills

- Conflict resolution
- Partnership Coalitions
- Analytical skills

Leadership & innovation skills

- Supervision & team building
- Personal & social skills
- Goal setting

Resource management

- Natural resource management
- Recreation resource management
- Fire ecology

Marketing skills

- Understanding people's needs
- Serving international tourists
- Service orientation
- Serving special populations
- Serving older clientele
- Understanding demographics

Communication & media relations

- How to use media
- Graphic skills
- Business writing
- Communication & listening skills
- Public involvement process
- Effective communication
- Environmental communications

Environmental ethics

Effective management

- Effective work with institutions
- Political processes
- Understanding management philosophers & management strategies
- Expectations & realities of goals and jobs

Integrated planning

- Sustainable development
- Land Use/commercial planning

Management skills

- Budgeting & cost estimation
- Business management
- Accounting & financial management
- Economic analysis of natural resources
- Personnel management systems
- Partnership facilitation
- Volunteer management

Entrepreneurial skills & risk taking

Computer skills

- Lotus
- Word processing

Political science systems

- Fundamentals of political science
- Policy making
- Understanding the democratic process

Recreational facility planning

- Design, operation, and maintenance of facilities

Legal aspects

- Laws, liabilities & regulations of natural resources
- NEPA (National Environmental Policy Act)

Information management

Interpretation

- Interpretive skills
- Interpretive planning

Knowledge of sociology

- Sociology
- Fundamentals of law enforcement
- Human dimensions in wildlife

Tourism

- Ecotourism
- Tourism impacts

Literature review pertaining to the environment and natural resources

Practical skills

- Mapping
- G.I.S.
- Photogrammetry
- Remote sensing
- Way-finding in the backcountry
- Survival skills
- Equipment operation

Career Development

- Resume writing
- Career planning

International

- Comparison of recreation resource management on an international level

OUTDOOR LEADERSHIP AND INSTRUCTION ACADEMIC REQUIREMENTS

By

Michael Stoll and Dr. Simon Priest, Facilitators

Introduction

Following an initial day of panel presentations designed to elicit views on professional development needs from various sectors of the outdoor recreation field, conference participants were asked to join one of three working session groups appropriate to their professional involvement. The field outdoor leadership session group was comprised of an international array of individuals from a variety of academic, program, and practitioner backgrounds in outdoor leadership (see Attachment A). Although given individuals in this group may have been qualified to address issues in either of the other working sessions, they were requested to frame their thinking within the area of field outdoor leadership.

Purpose

The intent of the conference was to focus on professional training and development needs over the next decade in the outdoor recreation field. Consequently, the outdoor leadership working session group engaged in generating a list of competencies deemed necessary for the future professional development of outdoor leaders toward the year 2001.

Working from the basis of academic and professional experience in outdoor leadership and acknowledging various trends and factors identified during the conference panel presentations and discussions, the group reached two basic assumptions:

1. A traditional set of outdoor leadership competencies, established through research and field practice, exists and is generally accepted in the field.

2. Trends, changing conditions, and/or shortcomings in existing professional training and development programs necessitate the development of a new set of outdoor leadership competencies.

The outdoor leadership working group took as its focus the identification and development of this latter set of training competencies.

Methodology

Following the initial discussion in which the preceding parameters were addressed, each group member developed an individual written list of professional competencies that he/she recognized as important to outdoor leader training. Individuals then joined into roughly equally sized small groups. Using a nominal group process, each small group developed a list of training competencies by eliciting and discussing entries from group members' individual lists. After adequate time for discussion and list generation, the group as a whole reconvened to generate a master list of competencies by comparing, contrasting, and discussing the professional competencies enumerated by each small group.

The ensuing discussion was detailed and rich, reflecting both the divergent professional backgrounds and the common broad understanding of evolving professional development factors from within the group. A master list of twenty competency areas was ultimately developed. Using a modified Delphi process, each group member individually and privately ranked the list of competencies from most important to least important. Data were tabulated and mean rankings and ranges were presented to the working session group.

The original intent was to have the group engage in further discussion and undertake a second and possibly third quantitative ranking of the listed competencies, time permitting. However, the members of the working session reached consensus on the importance of continuing to define and understand each of the newly listed competency areas rather than pursuing additional quantitative rankings. The subsequent *qualitative Delphi process* resulted in the group identifying several natural competency clusters as well as reaching a greater level of understanding regarding the newly identified competency areas as a whole.

Findings

In preliminary discussion prior to the nominal group process, working session members agreed that a generally accepted set of professional competencies for outdoor leadership already exists (see Attachment B). Further, it was agreed that these established competencies are still relevant and important and could be used as a given starting point from which to evolve new professional competencies which would be responsive to future trends and current needs. Consequently, competency lists generated in the nominal group process did not reiterate traditional training areas unless additional attention or further development was deemed necessary.

The master list of professional competencies for outdoor leaders developed by the working session contained twenty areas, as follows:

1. Prior outdoor experience: a depth and breadth of personal outdoor experience which form a base for judgement.

2. Self-knowledge: an intimate and realistic understanding of one's abilities and limitations, a recognition of personal agendas that might bear on any given situation.

3. Commitment to lifestyle and profession: a lifestyle congruent with professional practice and a dedication to professionalism.

4. Key human and leadership qualities: integrity, morality, ethics and compassion as well as an ability to motivate and articulate and implement a given vision of leadership.

5. Enabling learning: beyond fundamental teaching skills, an understanding of empowerment and an ability to enable learning in a variety of situations and settings.

6. Knowledge of and sensitivity to differences: an awareness of an increasing cultural, linguistic, social, economic, and gender diversity among outdoor recreation participants and a subsequently more complex array of expectations.

7. Environmental ethics: a well-defined environmental ethic that is integrated with personal and professional behavior.

8. Development of personal, program, and professional philosophies: an awareness of and effort toward identifying values and developing philosophies that promote and support conscientious personal, program, and professional behavior.

9. Evaluative reflection skills: an ability to self-reflect and to integrate personal experience into professional knowledge, thus enhancing capacity for sound judgement.

10. Group processing and transference skills: beyond an understanding of group dynamics, an ability to facilitate and debrief outdoor activities and help establish linkage with participants' daily lives.

11. Understanding the social psychology of adventure (risk-taking): an understanding of why individuals engage in outdoor adventure recreation as well as expectations, potential benefits, limitations, and applications.

12. Current safety and legal practices: a commitment to stay current with evolving safety practices and legal trends relevant to the outdoor leadership arena.

13. Program planning (needs assessment and activity analysis): an ability to conduct a needs assessment for a given participant population and to identify and integrate appropriate activities to meet those needs.

14. Aesthetics: a sense of awe and wonder, an appreciation for and sensitivity toward the innate beauty of the outdoor work place.

15. Proactive wellness: an understanding of and commitment to attitudes and behaviors that promote the well-being of the professional practitioner (and others).

16. Access and use of information: competent skills necessary to access and use pertinent information for professional practice and development.

17. Continuing education: a commitment to lifelong learning relevant to personal growth and professional development.

18. Professional identity and image: an identification of oneself as an outdoor professional and a commitment to behaviors congruent with professionalism.

19. Evaluation and documentation: knowledge of skills necessary to both evaluate and document outdoor activities.

20. Computer literacy: familiarity with computer use and knowledge of commonly used computer softwares and applications.

The order of the preceding list reflects the order following the initial ranking. However, the ranges for nearly all the items were considerably large. The group agreed that further discussion designed to understand commonalities and the intricate interrelations among the identified competencies could be of more immediate benefit than an iteration of the ranking process. Consequently, the group chose a qualitative approach to the task, noting the appearance of three general clusters of competencies. The initial four competencies were identified as being related to personal development. The majority of the next seven competencies were seen as being theoretical in nature, while most of the remaining competencies were viewed as being programmatic.

The difficulty of prioritizing these competencies depends on whether one is discussing skills brought to a program by an ideal professional outdoor leader, or identifying skills that can be taught and developed within a particular program. In other words, it is the difference between skills seen as most desirable and skills seen as most readily taught. Ultimately, the working group decided to present the list of twenty competency areas as being of nearly equal importance for the professional development of future outdoor leaders.

Conclusion

The reader should be cautioned from over-generalizing from the preceding list. Nevertheless, it should be noted that a fairly representative group of professionals was involved in generating this additional set of competencies, and all twenty items were considered important for the preparation of outdoor leaders toward the year 2001. The working session group recommended that current trends can be addressed and traditional competency areas can be enhanced by the inclusion of this new list of competencies in outdoor leadership curricula.

ATTACHMENT A

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ATTACHMENT B

The following list of skills is representative of traditional competencies deemed important for outdoor leader training. This particular list comes from the Association for Experiential Education's book titled: *Safety Practices in Adventure Programming 1990* by Priest. (See also Appendix D.)

Hard Skills:

technical activity competence
physical fitness and mental wellness
first aid and cardiopulmonary resuscitation
overall safety
environmental protection

Soft Skills:

organizational
instructional
facilitational
working with people
personal qualities

Meta Skills:

interpersonal communication
problem solving and decision making
flexible leadership style
judgement
code of ethics

THE WILDERNESS EDUCATION ASSOCIATION: TOWARD 2001

By

Paul Petzoldt

Editors' note: At the close of the conference we requested Paul to supply information about the Wilderness Education Association. He submitted the following:

Introduction

I certainly enjoyed my trip out West to your college. I met wonderful people, and had a great time; I thought the convention as a whole was the best I had ever attended. So many of the conventions are for educators, users, managers, or government officials, where you just get one view, hear one side, and one set of problems.

At the conference you had a mix of everyone, and I thought this was a really great idea. You had the owners, the managers, the government managers, the retailers, the guides, teachers, the professors--the whole mixture. Besides that, they were people of real quality. Almost everyone I met there, I felt, really knew what they were talking about, not only from an educational and theoretical standpoint, but from the standpoint of actually having experience in the field. You certainly are to be congratulated for putting on such a terrific convention.

Leadership Beyond the Roadhead

I was also impressed by the Gunnison area. I had gone over some of it when I was Chief Instructor of the first Outward Bound School, just over the hill from Crested Butte. I had been to Gunnison before many years ago giving a lecture or two, but had forgotten what terrific country you have being surrounded by wilderness areas that are accessible for outdoor activities.

Many outdoor activities that are taking place all over the country are on the fringes of wild and beautiful outdoor areas, such as boating, camping in camps, skiing in downhill ski areas, and many other activities that are managed from where there are roads, telephones, police, accommodations for sleeping and eating, medical care, etc. Something that must be considered, however, is the interiors of these great regions whether they are official wilderness regions, Forest Service, or BLM lands. The mountains and wild areas are off the road. When you go off the road into the interior of these areas you have no medical facilities, transportation, doctors, ambulances, or cafes. There is often, then, at such gatherings as this (conference) a lack of people who represent expertise in operating in these real interiors. Of course, there are Outward Bound and the National Outdoor Leadership School. These people are, in a way, teaching people how to use and enjoy the wild outdoors and interior regions without harming these areas. This is a comparatively recent trend. Certainly, this education has not been standardized; it isn't complete. This type of education was done in the past by non-professionals who were operating in the field or by self-trained people.

What we need to do is to get this type of education and training (leadership and education in the wild outdoors) into colleges and universities where it can be researched and done in a professional manner. Of course, this is often viewed as a foreign thing because it is often thought that people with their own experience--the self-taught people--are really adequate for leading people in these areas. Many of them are experienced and equipped for leading people into the wilderness, but we have no way of knowing this. Also, there are many who may go through outdoor schools who are not able to take other people into the wild outdoors with safety, enjoyment, and conservation of the environment. They may have the technical knowledge, but they don't have the qualities of leadership and the other skills that are necessary to take people into these areas.

Now we do know something about what it takes to be a leader in the outdoors. We can safely say that we can teach people with intelligence and potential to a certain extent. The Wilderness Education Association (WEA) has taught graduates how to take people safely and enjoyably into these regions without disturbing the wilderness and it's ecosystem. We can do this now, and we (WEA) have such curricula in such universities and colleges. These curricula are comparatively new, they are not backed by enough research, and there needs to be ongoing improvements in this type of education. Forestry schools in this country are educating people who are going to manage our wild outdoors, yet few of them have any education which includes the type of experience found in WEA, the National Outdoor Leadership School, or Outward Bound. Do they need such training? Can forest rangers who have never slept in a sleeping bag know how to make judgement decisions about the use and management of areas away from the roadhead in the interiors of these great wilderness and forest regions?

If we think that it is necessary, then the universities and colleges have really got to take action and have this type of education along with their education in recreation, management, and other specialties. The WEA curriculum specializes in this field. The curriculum has been successfully used by several universities who have seen the necessity of adding this type of education to their recreational study. There is a great chance for researchers to develop real leadership in this field that could be helpful to all of America and even the world. This type of experience should also be available to the students in many of our schools, but we don't have the teachers, so we really do need to see the leadership develop in our universities and colleges.

Teaching Beyond the Roadhead

Something else we have learned through experience is that in the outdoors we have an opportunity to teach more effectively many of the things that are absolutely necessary for practically every individual who is going to be a productive member of our society. Away from their own environment and isolated from their usual norms and fears, we have an opportunity to really change people. We can get away from the memorization process which, even though necessary to an extent, is overdone in our educational system. In the outdoors we are making decisions; we are seeing how the decisions work with actual people under actual circumstances. It is perhaps more effective in the outdoors to teach communication, the judgement process, leadership, interpersonal skills, self-knowledge, and knowledge of limitations. I think there is a chance for a new revolution, not only in the use and conservation of our outdoors through professional education, but also through change in our whole educational system. This education would be through teaching people in an environment that is real: where actual decisions have to be made, and real judgement factors have to be considered. This may help our educational system which currently depends too much on straight memorization, without a purpose other then to pass an exam.

From the standpoint of my interests, one of the most encouraging things I saw at Western was that the faculty I met and heard seemed to sense or seemed to know that they had a terrific opportunity with their environment, their institution, and their local interests for doing something really fundamental and objective in the outdoors in those fields were education is lacking today. This type of ability to change, or wishing to change, or wishing to add a new thing to an educational system is very unusual to find these days where people are encouraged to keep the status quo because of security, lack of funds, and because of insufficient public support for deviating from the norm. I just think that Western State is wonderful in this respect for looking into the future and seeing some future needs that have been neglected in the past.

I hope you will understand my enthusiasm and missionary instinct because, in the end, I would like to see a trip through the wild outdoors under effective leadership available to every young person in this country. I think that the youth would be better off, and the country would be better off if such an opportunity were available.

The Emergence and Future of the Wilderness Education Association

WEA's purpose is to get wilderness/outdoor education and outdoor leadership into our universities and schools. We encourage the National Outdoor Leadership School (NOLS) and Outward Bound in their wilderness education. We are thankful for the great progress that they have made in this field. Perhaps I am a little egotistical in saying that I helped start Outward Bound at its first school in Marble, Colorado, and I started the National Outdoor Leadership School and extended it to Alaska, Washington State, Mexico, and Africa, and built it into a very successful worldwide organization. Under its (NOLS) present leadership, it is expanding more and is very, very successful. NOLS has become more professional and has become stable in its business method and its organization. Outward Bound and NOLS are two great organizations; both perform a great service to America.

When I initiated the idea of WEA I was still with the National Outdoor Leadership School and expected WEA to be a part of it. It didn't quite work out that way; however, WEA is a great extension to all the outdoor schools in this country and abroad. So why was the Wilderness Education Association a necessary new organization? I felt it was necessary to get the type of education we were doing at NOLS, expand it, and put it into our educational systems under professional leadership with the prestige of universities and their research capabilities. We have been successful in initiating that. We are not competing with Outward Bound or NOLS or any other school educating for the outdoors. We encourage them to keep up their good work because our purpose is different in that we are targeting students who wish to be educated in leading and teaching *others* safely in the wild outdoors while protecting the environment. WEA had developed a curriculum which has been accepted by many universities. The courses are taught experientially in wilderness areas; decision-making and dealing with practical situations are key elements to WEA courses.

WEA hopes to keep expanding in the universities and colleges to develop its curriculum and teaching methods further through research. I believe education for users and managers of wilderness areas is necessary in the context of experiential learning--actually in that environment where decision-making is real and learning is more effective.

Thank you for letting me relate something about the Wilderness Education Association and I hope you sympathize with our purpose and encourage us in our endeavors.

COOPERATIVE LEARNING

Editors' note: Besides the content *of curriculum and training programs, we thought that the* process *of instruction and teaching needed to be addressed. As Roger commented in* Psychology Today *(Oct. 1987, p.57), "It seems a little late when you have to tell a 40-year-old IBM engineer that he needs to work more effectively in a team." Practice and understanding of how to function cooperatively in a team, then, should begin very early. Roger's presentation and the following two papers (from materials from the Cooperative Learning Center at the University of Minnesota) addressed cooperative learning techniques for youngsters and college students. The principles remain the same for teaching any age group whether it be for elementary, high school, college, or corporate executives.*

COOPERATIVE CLASSROOMS, COOPERATIVE SCHOOLS

By

David W. Johnson and Roger T. Johnson

> *It is essentially the experience, the means, that fits human beings not to their external environment so much as to one another. Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible--it was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group.*
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> *Ashley Montague, 1965*

What Is Cooperative Learning?

"I want to be able to hear a pin drop in this room" "Don't copy." "I want to see what *you* can do, not your neighbor." "Save the talking for the hallway."

These are familiar teacher statements exhorting students to work by themselves without interacting with their classmates. In many classrooms, however, these statements are becoming passe. From Maine to Hawaii, from Alaska to Florida, schools are rediscovering the power of having students work together, cooperatively, to learn. This rising interest in cooperative learning, furthermore, is not unique to the United States. Throughout Canada and Europe, and in numerous countries in Central and south America, Africa, and Asia, teachers and administrators have been trained in cooperative learning procedures. At both the classroom via cooperative learning and at the school and district level via collegial support groups we are returning to the North American tradition of cooperation.

"What is cooperative learning?" Cooperation is working together to accomplish shared goals and *cooperative learning* is the instructional use of small groups so that students work together to maximize their own and each other's learning. Within cooperative learning groups students are given two responsibilities: to learn the assigned material and make sure that all other members of their group do likewise. Thus, a student seeks an outcome that is beneficial to him or herself *and* beneficial to all other group members. In cooperative learning situations, students perceive that they can reach their learning goals only if the other students in the learning group also do so. Students discuss the material to be learned with each other, help and assist each other to understand it, and encourage each other to work hard.

Cooperative learning may be contrasted with competitive and individualistic learning. In the *competitive* classroom, students work against each other to achieve a goal that only one or a few students can attain. Students are graded on a curve, which requires them to work faster and more accurately than their peers. Thus, students seek an outcome that is personally beneficial but detrimental to all other students in the class. In the *individualistic* classroom students work by themselves to accomplish learning goals unrelated to those of the other students. Individual goals are assigned, students' efforts are evaluated on a fixed set of standards, and students are rewarded accordingly. Thus, the students seek an outcome that is personally beneficial and ignore as irrelevant the goal achievement of other students.

The authors know a great deal about competition. We are brothers, a year-and-a-half apart in age, and we competed intensely with each other for about 18 years. Having experienced first hand what competition can do, when Roger joined David at the University of Minnesota in 1969, we cooperated by combining David's social psychological work on cooperation with Roger's expertise and interests in classroom teaching. Ever since, we have been working on five questions that must be answered for educational practice to be guided by a valid theory:

1. What do we know about the consequences of cooperation?
2. How does cooperation work?
3. Can we expand our understanding of cooperation?
4. What procedures can be used to implement cooperation among students, among teachers, and among administrators?
5. Who is implementing cooperation?

In other words, we have been (a) reviewing and synthesizing the existing knowledge about cooperative, competitive, and individualistic efforts, (b) building theoretical models, (c) conducting a systematic program of research to validate the theory, (d) creating operational procedures for teachers and administrators to use, and (e) building a national and international network of school districts implementing cooperative learning in the classroom and collegial support groups in schools and districts on a long-term basis.

What Do We Know About Cooperative Learning?

In a Minnesota 5th grade classroom, the teacher gives her students a set of math story problems to solve. She assigns students to groups of three, ensuring that there is a high-, medium-, and low-performing math student and both male and female students in each group. The *instructional task* is to solve each story problem correctly and to understand how to do so. *Positive interdependence* (i.e., students perceiving it is "sink or swim together") is structured by (a) requiring each group to agree on (i) what the answer to each problem is and (ii) how each answer is derived, and (b) assigning students the complementary roles of reader (reads each problem aloud to the group), encourager (in a friendly way encourages all members of the group to participate in the discussion, sharing their ideas and feelings), and checker (makes sure that all members can explain how to solve each problem correctly). The positive interdependence requires *face-to-face interaction* in which students encourage, help, and assist each other's efforts to learn. Since the group certifies that each member (a) has the correct answer written on his or her answer sheet and (b) can correctly explain how to solve each problem, *individual accountability* is structured by having the teacher randomly pick one answer sheet to evaluate from the group or to ask randomly one member to explain how to solve the problems. The *collaborative skills* emphasized in the lesson are checking and encouraging. Finally, at the end of the period, the groups process their functioning by answering two questions: (a) What is something each member did that was helpful for the group? and (b) What is something each member could do to make the group even better tomorrow?

Working together to maximize one's own learning and the learning of the other group members can have profound effects on students. Cooperative learning experiences, compared with competitive and individualistic ones, promote higher achievement, greater motivation, more positive interpersonal relations among students (regardless of differences in ability, ethnic background, handicap or sex), more positive attitudes toward the subject area and teacher, greater self-esteem and psychological health, more accurate perspective taking, and greater social skills. Employability and career success largely depend on a person's ability to work cooperatively with others.

The amount of research demonstrating the effectiveness of cooperative efforts is staggering. The first research study was conducted in 1897 and during the past 90 years over 500 studies have been conducted by a wide variety of researchers in a wide variety of settings. Beginning with our first review in 1974 to the comprehensive book we are now completing reviewing all the existing research, we have summarized and synthesized what is known about cooperative, competitive, and individualistic efforts. With the amount of research evidence available, it is surprising that classroom practice is so oriented toward individualistic and competitive learning. It is time for the discrepancy to be reduced between what research indicates is effective in teaching and what teachers actually do.

How Does Cooperation Work?

Practice is guided by theory. The bottom line for all educational practice is whether or not there is a well-formulated theory, validated by research, that guides the actions of the educator. Without theories guiding their actions, teachers and administrators are easy victims for fads and fashions. Building on the theorizing of Kurt Lewin and Morton Deutsch, we have developed a theory based on the premise that the type of interdependence structured among individuals determines how they interact with each other which, in turn, results in different outcomes. By structuring positive interdependence among individuals a promotive interaction pattern characterized by help, assistance, encouragement, and support is created, which in turn results in higher achievement, greater productivity, more positive attitudes and relationships, and greater psychological health and well-being. This theory of cooperation can be applied on three levels: classroom learning (including the inservice training of educators), teacher collegial support groups at the building level, and administrator collegial support groups at the district level.

Can We Expand Our Understanding of Cooperation?

Creating theoretical models and applying them in the classroom, school, and school district reveals new research questions that need to be answered. In trying to understand how cooperation works, and in continually refining our understanding of how to implement cooperation most effectively, we have conducted a 20-year program of research that has resulted in over 80 published studies. these studies have included lab-experimental, field-experimental, field-evaluation, and large-scale survey research. In our studies we have investigated the impact of cooperative, competitive, and individualistic efforts on achievement, higher-level reasoning, critical thinking, oral explanation and elaboration of what is being learned, perspective-taking ability, positive relationships among students (including handicapped and non-handicapped, and majority and minority students), development and use of social skills, social support, self-esteem, psychological health, and constructive conflict. The dual purposes of these studies were first to strengthen the theory and then to validate the success of cooperative learning strategies within school settings.

Other research groups have focused on evaluating the success of curriculums built around cooperative learning strategies (David DeVries, Keith Edwards, and Robert Slavin at Johns Hopkins University), evaluating specific cooperative learning strategies (e.g., Spencer Kagan and Elliot Aronson at different branches of the University of California and Shlomo Sharan and his associates in Israel), and testing other theories related to cooperation (e.g., Elizabeth Cohen at Stanford University).

What Procedures Can a Teacher or Administrator Use?

Imagine you are a principal walking the halls of your school building during a normal school day. In one classroom, students sit in rows quietly working on individual worksheets and taking notes while a teacher lectures. In another classroom, students busily work in triads, encouraging each other and explaining and elaborating the material they are working on to each other, while the teacher moves quietly from group to group observing to see which groups may need assistance in understanding the material or in working together effectively. Which classroom is more productive? For years, the quiet classroom has been perceived to be the productive classroom. Noise level was an informal index of classroom control and on-task behavior. No longer. We now know that working together to achieve joint goals has numerous advantages over competitive and individualistic efforts. But how do you do it? How does a teacher structure learning situations so that students cooperate with each other? Theory can only guide practice if theory is translated into a set of concrete and practical procedures that teachers and administrators can use to implement cooperative learning in the classroom and collegial support groups within the building and district.

Cooperative learning means more than putting students in small groups and telling them to get to work. It requires students to: (a) believe they sink or swim together (positive interdependence), (b) interact fact-to-face to help each other learn, (c) be individually accountable to learn, (d) have and use required interpersonal and small group skills, and (e) process how to improve the effectiveness of their group. These five elements represent a conceptual application that allows teachers to become educational engineers who take their existing lessons, materials, and curricula and structure them cooperatively. Lessons can be uniquely tailored by the teachers to their instructional needs, circumstances, subject areas, and students. A *direct application* involves providing teachers with specific procedures and curriculum packages to be used in detailed and preset ways. The curriculum packages from Johns Hopkins University and the procedures developed by Spencer Kagan (Co-Op, Co-Op) and Shlomo Sharan (Group Investigation Method) are examples of the direct approach.

Who Is Implementing Cooperation?

The final phase of our program is to ensure that teachers and administrators actually do use cooperative learning and collegial support group strategies. Through the efforts of the staff at the Cooperative Learning Center at the University of Minnesota and our associates over 25,000 educators have been trained in the use of cooperative procedures and strategies. Since the early 1970s we have been working with a network of school districts, colleges, and vocational training institutes throughout the United States, Canada, Scandinavia, and a number of other countries interested in long-term efforts to implement cooperative learning and collegial support groups.

Implementation within a district takes from three to five years and involves five 6-day training modules: basic cooperative learning, advanced cooperative learning, constructive conflict management, leadership training (for the "superstars" within the district who are then given responsibility for conducting the basic training), and administrator training (how to recognize good from poor implementations of cooperative learning, how to model cooperative procedures during faculty meetings, how to support and encourage the use of cooperative learning, and how to organize, structure, and supervise teacher collegial support groups). Once teachers are using cooperative learning in the classroom and principals are using collegial support groups within the buildings, the final step is organizing administrators into district-wide collegial support groups. there is then a congruent organizational structure from top to bottom.

In Conclusion. . . or the Beginning

A number of conclusions may be made about the use of cooperation within the schools:

1. Teachers using cooperative learning are on very safe ground empirically. One of the strongest principles of social and organizational psychology (based on the quantity and quality of research available) is that working together to achieve a common goal produces higher achievement and higher productivity than does working by oneself.

2. There are a variety of approaches to training teachers in cooperative learning. Our approach is to train teachers to apply a conceptual model that may be used with any lesson in any subject area with any age student. Other approaches give teachers curriculum units, lessons, or specific strategies for implementing cooperative learning. All approaches have merit.

3. Cooperation is more than an instructional procedure. The data supporting cooperation is as strong for adults as it is for children and adolescents. Administrators should carefully structure cooperation within the school and the school district. Applying cooperation at one level prepares the person for participating in it at the next level. Teaching students how to work cooperatively prepares teachers to collaborate with their peers. Structuring and managing teacher collegial support groups prepares principals to collaborate with the other administrators within the district.

4. School districts committed to cooperative learning currently stretch from coast to coast--Alaska to Florida. Many foreign countries are actively adopting these techniques as well.

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COOPERATIVE LEARNING:
AN ACTIVE LEARNING STRATEGY FOR THE COLLEGE CLASSROOM

By

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> *The best answer to the question, "What is the most effective method of teaching"? is that it depends on the goal, the student, the content, and the teacher. But the next best answer is, "Students teaching other students." There is a wealth of evidence that peer teaching is extremely effective for a wide range of goals, content, and students of different levels and personalities."*
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> *Wilbert McKeachie, et al.(1986, p.63).*

In order to maximize their achievement, especially when studying conceptually complex and content dense material, college-level students should not be allowed to be passive while they are learning. One way to get students more actively involved in this process is to structure cooperative interaction into college classes so that students have to explain what they are learning to each other, learn each other's point of view, give and receive support form classmates, and help each other dig below the superficial level of understanding of the material they are learning. It is vital for freshmen who are just starting college careers to have peer support and to be active learners, not only so that more students learn the material and are able to return for the sophomore year, but so that they get to know other students in class and build a sense of community that centers on the academic side of the college. It is equally important that when seniors graduate they have developed skills in talking through material with peers, listening with real skill, knowing how to build trust in a working relationship, and providing leadership to group efforts. Without developing and practicing the social skills required to work cooperatively with others, how can we honestly claim as college faculty that we have prepared students for a world where they will need to coordinate their efforts with others on the job, skillfully keep a marriage and family functioning, and be a contributing member of a community and society? Getting students actively engaged with each other, working cooperatively in the classroom, is critical for the reasons outlined and many more.

Cooperative learning may be incorporated into college courses through the use of: *informal learning groups*, which are short-term and less structured; *formal learning groups*, which are more structured and stay together until the task is done; and *base groups*, which are long-term groups whose role is primarily one of peer support and long-term accountability.

Informal Cooperative Learning Groups

Informal cooperative learning groups are temporary, ad hoc groups that last for only one discussion or one class period. Their *purposes* are to focus student attention on the material to be learned, set a mood conducive to learning, help organize in advance the material to be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session. They may be used at any time, but are especially useful during a lecture before the students' eyes begin to glaze over (some estimates of the length of time that people can attend to a lecture is around 12 to 15 minutes; students then need to process what they are hearing or their minds drift away). Breaking up lectures with short cooperative processing times will give you less lecture time, but will enhance what is learned and build relationships among the students in your class. It will help counter what one of our chemical engineering professors proclaimed as the main problem of lectures: "The information passes from the notes of the professor to the notes of the student without passing through the mind of either one."

The following procedure may help to plan a lecture that keeps students actively engaged intellectually. It entails having *focused discussions* before and after a lecture (i.e., bookends) and interspersing *turn-to-your-partner* discussions throughout the lecture.

1. *Focused Discussion 1*: Plan your lecture around a series of questions that the lecture answers. Prepare the questions on an overhead transparency or write them on the board so that students can see them. Students will discuss the questions in pairs. The discussion task is aimed at promoting advance organizing of what the students know about the topic to be presented and what the lecture will cover.

2. *Turn-To-Your-Partner Discussions*: Divide the lecture into 10 to 15 minute segments. This is about the length of time an adult can concentrate on a lecture. Plan a short discussion task to be given to pairs of students after each segment. The task needs to be short enough that students can complete it within three or four minutes. Its purpose is to ensure that students are actively thinking about the material being presented. The discussion task may be to:

   a. Summarize the answer to the question being discussed.

   b. Give a reaction to the theory, concepts, or information being presented.

   c. Elaborate (relate material to past learning so that it gets integrated into existing conceptual frameworks) the material being presented.

   d. Predict what is going to be presented next.

   e. Attempt to resolve the conceptual conflict the presentation has aroused.

   f. Hypothesize answers to the question being posed.

Each discussion task should have four components: *Formulate* an answer to the question being asked, *share* your answer with your partner, *listen* carefully to his or her answer, and to *create* a new answer that is superior to each member's initial formulation through the processes of association, building on each other's thoughts, and synthesizing. Students will need to gain some experience with this procedure to become skilled in doing it within a short period of time.

3. *Focused Discussion 2*: Prepare an ending discussion task to summarize what students have learned from the lecture.

Once such preparation is completed the lecture may be given by:

a. Having students choose partners. The person nearest them will do. You may wish to require different seating arrangements each class period so that students will meet and interact with a number of other students in the class.

b. Giving the pairs the cooperative assignment of completing the initial (advance organizer) task. Give them only four or five minutes to do so.

c. Delivering the first segment of the lecture. Then give the pairs a discussion task. Give them only three or four minutes to complete it. Use the *formulate/share/listen/create* procedure. Randomly choose two or three students to give 30 second summaries of their discussions.

d. Delivering the second segment of the lecture and so forth until the lecture is completed.

e. Giving students the ending discussion task. Give them only five or six minutes to complete it. This task may point students toward what the homework will cover or what will be presented in the next class session.

f. *It is important that students are randomly called on to share their answers after each discussion task.* Such *individual accountability* ensures that the pairs take the tasks seriously and check each other to ensure that both are prepared to answer.

g. Until students become familiar and experienced with the procedure, *process* it regularly to help them increase their skill and speed in completing short discussion tasks.

The informal cooperative learning group is not only effective for getting students actively involved in processing what they are learning, it also provides time for you to gather your wits, reorganize your notes, take a deep breath, and move around the class listening to what students are saying. Listening to student discussions can give you direction and insight into how the concepts you are teaching are being grasped by your students (who do not have graduate degrees in the topic you are presenting).

Formal Cooperative Learning Groups

Formal cooperative learning groups may last for several class sessions to complete a specific task such as reviewing homework, solving assigned problems, reviewing for a test, problem solving a situation, performing a lab experiment, writing a lab report, or writing a theme. These groups are structured to maximize heterogeneity among two to four members. On our campus, one of the courses using cooperative work groups very effectively was a course mixing students from architecture, interior design, and landscape architecture. The students were put into groups of three with a person representing each discipline and asked to design a "total" project that included outside and inside design with criteria set by the instructors. The project is set up not only to be demanding, but to make sure that the students teach each other concepts from the complementary disciplines.

Other examples of formal cooperative learning groups are jigsawing course material, group problem solving and decision making assignments, laboratory projects, simulations, experiential exercises, writing/peer-editing assignments, and class presentations. *Any course requirement or assignment may be reformulated to be cooperative rather than competitive or individualistic through the use of formal cooperative learning groups.* We frequently *jigsaw course material* by dividing crucial reading assignments into three parts. After structuring heterogeneous groups of three (male/female, high/low ability, different ethnic backgrounds, so forth), each group member is assigned one-third of the material. Each student is given the assignments of becoming an expert on their section of the assignment and preparing to teach it to the other two members of their group. Since each member has a different part, students know that their group is relying on them to bring that part of the assignment back and share it effectively. It is often a good idea to have students review their section and prepare to teach it with a member of another group who has the same section *(preparation pairs)*, then practice presenting their section and sharing ideas about how to do so with a new partner (practice pairs). After all sections of the material are taught and learned, a group report can be written or a test (taken individually) can be given to evaluate the effectiveness of the group's work. The jigsaw procedure may be used effectively in class as a substitute for lecture or as a way to highlight key readings given in homework.

Base Groups

Base groups are long term cooperative groups with stable membership whose primary responsibility is to provide support, encouragement, and assistance in completing assignments. Base groups personalize the work required and the learning experiences inherent in the course. The larger the class and the more complex the subject matter, the more important it is to have base groups. Base groups are typically heterogeneous groups of four that stay the same during the entire course. The base group functions as a support group for the participants that gives support and encouragement for personally mastering the knowledge, strategies, and skills emphasized in the course and provides feedback on how well they are being learned. The base also verifies that each member is completing the assignments and progressing satisfactory through the course. Each member has three responsibilities:

1. Master the knowledge, strategies, and skills taught in the course.

2. Ensure that all members of your base group master the knowledge, strategies, and skills taught in the course.

3. Ensure that all members of the class master the knowledge, strategies, and skills taught in the course. In other words, if your group is successful, find another group to help until all members of the class are successful.

At the beginning of each class students meet in their base groups to (1) congratulate each other for living through the week (since the last class) and check to see that none of their group is under undue stress, and (2) review what each member has read since the last class session. Each member should come prepared to give a brief, terse, succinct summary of what he or she has read and thought about. Students often come to class with resources they have found and want to share, or copies of assignments they completed and duplicated for their group members. Occasionally base groups use the beginning time to review for a quiz together.

Two other uses of the base group are to take quizzes together to ensure that everyone in the group has read and mastered the assigned material and to assist each other in completing all other course assignments. Another important duty for base groups in the classes described above is to be in charge of the menu for a week so that there is something for students to munch on while they work. the major purpose of the base group, however, is to give peer support to students and to increase the probability that students will attend and learn in the class. Base groups may also meet in between class sessions if the professor wishes and may be given class periods to complete special projects.

The use of base groups tends to improve attendance, personalize the course, improve the quality of the learning experience, enhance overall achievement and mastery, and ensure that higher-level reasoning and critical thinking take place within the course. Base groups may also be given the task of letting absent group members know what went on in the class when they miss a session and bring them up to date. We usually design at least one base group project for the end of the quarter as well as the weekly processing.

Enemies of the Lecture

Whenever you give a lecture, you are faced with a number of enemies:

1. *Students who are preoccupied with what happened during the previous hour or with what happened on the way to class.* In order for lectures to succeed you must focus student attention on the subject area and topic you are dealing with in class.

2. *Emotional moods that block learning and cognitive processing of information.* Students who are angry or frustrated about something are not open to new learning. In order for lectures to work, you must set a constructive learning mood.

3. *Students who go to sleep or who turn a tape recorder while they write letters or read comic books.* In order for lectures to work, you must focus student attention on the material being presented and ensure that they cognitively process the information and integrate it with what they already know.

4. *Students who do not understand the lecture and mechanically write down what the instructor says.* Such students often learn material incorrectly and incompletely because of lack of understanding. In order to make lectures work there has to be some means of checking the accuracy and completeness of students' understanding of the material being presented.

5. *Students who are isolated and alienated and believe that no one cares about them as persons or about their academic progress.* In order to make lectures work students have to believe that there are other people in the class who will provide help and assistance because they care about the students as people and about the quality of their learning.

6. *Entertaining and clear lectures that misrepresent the complexity of the material being presented.* While entertaining and impressing students is nice, it often does not help students understand and think critically about complex material. To make lectures work students must think critically and use higher-level reasoning in cognitively processing course content. One of our colleagues, whom we now team teach with regularly using cooperative learning procedures, is a magnificent lecturer. His explanation of the simplex algorithm for solving linear programming problems is so clear and straightforward that the students go away with the view that it is very simple. Later when they try to solve a problem on their own, they find that they don't have a clue as to how to begin. Our colleague used to blame himself for not explaining well enough. Sometimes he blamed the students. Now he puts small groups of students to work on a simple linear programming problem, circulates and checks the progress of each group and student, provides help where he feels it is appropriate, and only lectures when the students understand the problem and are ready to hear his proposed solution.

The use of cooperative learning strategies will overcome these enemies by focusing students' attention on academic material; setting a productive learning mood; ensuring that students engage intellectually in the material; keeping students attention focused on the content; ensuring that misconceptions, incorrect understanding, and gaps in understanding are corrected; providing an opportunity for discussion and elaboration which promote retention and transfer; and by making learning experiences personal.

APPENDICES

APPENDIX A

SPEAKER AND PARTICIPANT BIOGRAPHICAL INFORMATION

SPEAKER BIOGRAPHICAL INFORMATION

NAME: **David Cockrell**
CURRENT TITLE/POSITION: Director, Leisure Studies Curriculum
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University of Southern Colorado
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Pueblo, CO 81001-4901
CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Instructor and Trustee, Wilderness Education Association. Research and writings on psychological issues in outdoor recreation behavior, outdoor education, and professionalism in outdoor leadership. Former positions: Assistant Professor, Parks and Recreation Management, University of North Carolina-Wilmington; Assistant Professor and Recreation Program Area Leader, Virginia Polytechnic Institute and State University.

NAME: **Gary Elsner**
CURRENT TITLE/POSITION: Assistant director, Recreation Management
ADDRESS: USDA Forest Service
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

The National Recreation Strategy (1987-1990). Recreation Research Project Leader (1968-1980). Private consultant (1980-1982). President's Commission on Americans Outdoors. Teaching: University of California at Berkeley, Universtiy of California at Santa Cruz, George Washington University. Ph.D. in Economics. Expertise in the values of outdoor recreation activities.

NAME: **Frank Feather**
CURRENT TITLE/POSITION: President
ADDRESS: GEODEVCO
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Toronto, ONT M2N 6K7
CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Futurist. Consultant to multinational corporations and world governments on future trends and their strategic implications. Former corporate planning executive. Author of numerous books: most recently, *G-Forces: Re-inventing the World--The 35 Global Forces Restructuring Our Future.* Editor/Publisher, *Canada Tomorrow.*

NAME: **Bruce Fitch**
CURRENT TITLE/POSITION: Human Resources Director
ADDRESS: Colorado Outward Bound School
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Denver, CO 80203-3198
CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Forestry aid, USFS, Jackson, WY. Field instruction and course director, COBS. Program Director, Professional Development, COBS. Expertise in: administration, personnel, instruction, program design, marketing, sales.

NAME: **Glenn Haas**
CURRENT TITLE/POSITION: Chairperson
ADDRESS: Dept. of Recreation Resources and Landscape Architecture
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Fort Collins, CO 80523
CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Numerous research projects and cooperative service projects with federal land agencies. Recreation Management Staff (wilderness policy), USFS national office. Director on the Board, National Society for Park Resources. Member, Sierra Club Wilderness Management Subcommittee. Cooperator on the USFS Recreation Management Correspondence Course and federal interagency Wilderness Management Correspondence Course. Impacts of Minimum Impact Camping Research Project. Aircraft Overflight Study of USFS Wilderness and National Park Service (NPS) Visitors. Representative, National Recreation and Parks Association (NRPA).

NAME: **Lynn M. Jamieson**
CURRENT TITLE/POSITION: Coordinator/Full professor
ADDRESS: PE 206 Recreation Administration
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Board of Directors, Society of Park and Recreation Educators. Reviewer, literature review, President's Commission On Americans Outdoors. Certification Exam Committee, National Recreation and Parks Association (NRPA). Commercial Section President, California Park and Recreation Society. President and owner: Leisure Visions, a recreation and tourism consulting firm which carries out needs assessments and tourism surveys. Commercial Recreation Surveys: survey of 3600 businesses in California. Tourism as a revitalization tool, sabbatical leave research involving development of model tourism efforts in small cities.

NAME: **Rick Jernigan**
CURRENT TITLE/POSITION: Vice president
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Advisory Board Member, Western State College Outdoor Recreation Program

NAME: **Roger Johnson**
CURRENT TITLE/POSITION: Professor of Curriculum and Instruction
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Has traveled throughout the United States, Canada, Panama, England, Germany, Norway, Finland, Sweden, Australia, and New Zealand while teaching workshops in science education, open schools, outdoor education, and cooperative learning. A leading authority on inquiry teaching and science education. Served on task forces examining college policy, environmental quality, science education, math education, elementary education, and cooperative learning. Author of numerous articles and book chapters, and coauthor with David W. Johnson of *Learning Together and Alone* and *Cirlcles of Learning: Cooperation in the Classroom.*

NAME: **Maurice Phipps**
CURRENT TITLE/POSITION: Recreation Program Director/Associate Professor
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Conference Director, National Conference for Outdoor Leaders, Western State College of Colorado. Author: *Canoeing in Australia*; several journal articles on leadership and psychology in relation to the outdoors. Consultant: Le Seuer County Social Services, MN, for wilderness programs and socially deviant youngsters; Minnesota Amateur Sports Commission for curriculum development. Former positions: Lecturer, Recreation Administration, Cal Poly, San Luis Obispo; Assistant Professor, Iowa State University; Advisor, Student Union Outdoor Program, Mankato State University; Instructor, Outdoor Program, Concordia College; Instructor, Wilderness Education Association; Director, North Pennine Outdoor Pursuits Company, UK; Director, Coaching (canoe and kayak), NE Victoria, Australia; Director, Outdoor Pursuits, Wheatlands High School, UK; Instructor, Bewerly Park Outdoor Pursuits Center, UK.

NAME: **Sally Ranney**
CURRENT TITLE/POSITION: President
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

President and co-founder, American Wildlands, a national non-profit conservation, education, and recreation organization. President of American Wilderness Adventures, international adventure travel trip program. Director of P. O. W. E. R. , newly formed organization to assist local groups and the government of Patagonia, Argentina to capture international interst and funds for the wildland and river conservation efforts in a 7 million acre region. Consultant to National Governing Organizations (NGO's) in Africa. Commissioner, President's Commission on Americans Outdoors. Member, Advisory Board World Wilderness Congress. Member, Board of Directors, Grand Canyon Trust. Member, Senator Tim Worth's Colorado Outdoor Commission. Member, Leadership Committee, National Celebration for the Outdoors. Member, Resource Staff of the Harvard University Kennedy School of Government. Advisory Board Member, Western State College Outdoor Recreation Program. Member, Advisory Board, LAW Fund, a public interest law firm. Manley Lecturer at the University of California. Published author and essayist. Former positions: Resource Policy Analyst for the Wilderness Society; Member, Colorado Tourism Council; Board Member, NOLS; Chairperson, International Windstar Foundation Award Jury.

NAME: **Abby Caul Scott**
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Professioanl Research Associate, University of Colorado at Boulder. NOLS instructor since 1975. Consultant for Outdoor Education, Boulder Valley School District. Instructor for special management training seminars for federal land management agencies.

NAME: **George H. Siehl**
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Associate Director for Trends and Forecasts. Senior Advisor, President's Commission on Americans Outdoors. Assistant to the President, National Parks Association. Resource Policy Specialist for the U.S. Congress. Co-organizer of National Policy Symposium on Amenity Resources, Penn State University. Lecturer, USFS Recreation Short Course at Clemson University and Utah State University.

NAME: **Rick Smith**
CURRENT TITLE/POSITION: Associate Regional Director, Resources Management
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

The Southwest Region serves the parks in Texas, Louisiana, Arkansas, Oklahoma, New Mexico and the eastern half of Arizona. Former NPS assignments: Yellowstone, Yosemite, Grand Canyon, Washington DC, Everglades, Philadelphia, Carlsbad Caverns, Santa Fe.

NAME: **Mike Stoll**
CURRENT TITLE/POSITION: Assistant Conference Director, National Conference for Outdoor Leaders
ADDRESS: 4595 County Road 10
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Course Director, Professional Development Program, Colorado Outward Bound. Operations Manager, Ultra Leisure, manufacturer of outdoor active wear. Assistant Conference Director, National Conference for Outdoor Leaders. Former positions: Staff Instructor, rock climbing, mountaineering, backpacking, wilderness survival, Iowa Mountaineers; Instructor, rock climbing, mountaineering, mountain rescue, leadership, University of Oregon.

NAME: **Tom Whittaker**
CURRENT TITLE/POSITION: Ph.D. candidate, School of Occupational and Educational Studies, Colorado State University
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Experiential Education Program Director/Instructor, Britain and Canada. Founder and Director, Cooperative Wilderness Handicapped Outdoor Group (C. W. HOG). Articles and papers on: legal liability, certification, philosophy, program delivery, technical/informative. Presentations and workshops throughout Canada, U.S.A., Britain, Australia, and New Zealand.

PARTICIPANT BIOGRAPHICAL INFORMATION

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Research efforts in visitor preference surveys. Recreation management planning. Consultant on the impacts of recreation activities on endangered species. Former positions: Chief of Resources, Planning and Interpretation, Park Service of the Dominican Republic; Trip leader for the Colorado Mountain Club both local and international adventure travel outings; Team Leader, Western State College Mountain Rescue Team.

NAME: **David Anderson**
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NAME: **Kari Black**
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Supervisor of Family and Youth Programs, Ricks College Outdoor Learning Center. Wilderness Education Association (WEA) Instructor. Member, International Llama Association. Licensed Outfitter Guide, State of Idaho: x-country skiing, river float, mountaineering, horse packing, llama trekking. Commercial Operator, llama trekking in the Jedidiah Smith Wilderness. Red Cross First Aid and Canoe Instructor. Member, Professional Ski Instructors of America (PSIA). Instructor for Yellowstone Institute. Member, Jedediah Smith Wilderness Management Plan Citizen Task Force.

NAME: **Pam Bode**
CURRENT TITLE/POSITION: District Ranger
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NAME: **L. Richard Bratton**
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Attorney representing clients before federal agencies: BLM, NPS, BuRec, USFS, Corp of Engineers. Ad hoc committee for the state of Colorado regarding recreational use of lands adjoining rivers and lakes. Chairperson, Colorado Water Resources and Power Development Authority, first known basin-wide study in Colorado directed toward recreational use of water (Gunnison-Uncompahgre study).

Expertise in recreational use of water. Legal counsel in which the court for the first time in Colorado awarded decrees for recreational use of water "in a stream."

NAME: **Alan Bright**
CURRENT TITLE/POSITION: Ph.D. candidate
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

NAME: **John F. Chapman**
CURRENT TITLE/POSITION: Superintendent
ADDRESS: Curecanti National Recreation Area
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Expertise (consultant and training) in: park management, manager development and supervision, natural resource management, management of visitor protection programs. Former NPS positions: Regional Chief, Resource Management and Water Protection, Rocky Mountain Region; Superintendent, Glacier Bay National Park and Preserve, Alaska; Superintendent, Capulin Volcano National Monument; Area Manager, Guadalupe Mountains National Park; District Ranger, Glen Canyon National Recreation Area; Park Ranger, Crater Lake National Park.

NAME: **Kent Clement**
CURRENT TITLE/POSITION: Ph.D. candidate
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

WEA field instructor. Graduate of NOLS instructors course. Instructor for a variety of college outdoor programs. Instructor in Outdoor Education Programs for grades 5-6. Invovlement in youth at risk leadership. Consultant for Colby College and CSU on minimum impact. Lecturer at CSU in accident avoidance. International Wilderness Management Seminar for South American Wildland and Protected Areas Managers. Course assistant. Wilderness travel consultant.

NAME: **Michael Covington**
CURRENT TITLE/POSITION: President
ADDRESS: Fantasy Ridge Alpinism Inc.
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Administration. Marketing/Advertising. Developing courses and expeditions. Developing guide apprentice programs. Teacher and Guide. Administrating technical climbing school and guide service in the U.S. and abroad. Photography. Work with NPS, USFS, and BLM as a concessionaire and permittee. Writer/Author.

NAME: **Julianne Cruise**
CURRENT TITLE/POSITION: Attorney at Law
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Practice emphasis in water law, including recreational uses of water and water resource management.

NAME: **Pamela DeVore**
CURRENT TITLE/POSITION: Recreation Special Uses Specialist
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Former USFS positions: Recreation and Lands Staff Officer, Ketchican, Alaska; Recreation and Lands Staff Officer, Arizona (several districts); Marketing/Interpretive Specialist, Delta County, CO.

NAME: **Paul D. Erickson**
CURRENT TITLE/POSITION: Executive Director
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Circle Pines, MN 55014
CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Vice President, Sons of Norway, Minneapolis, MN. Director of Outdoor Programs, Concordia College. Expedition leader: 1980 MN-Greenland Expedition, 1982 MN-Lapland Expedition.

NAME: **Rebecca Frank**
CURRENT TITLE/POSITION: Colorado Wildlife Commissioner
ADDRESS: 2004 Wood Court
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Member, Board of Directors, Colorado Wildlife Heritage. Member, Board of Directors, Canyonlands Field Institute. Vice Chairperson of Gov. Romer's Great Outdoor's Colorado!. Grand Junction/Mesa County Riverfront Commission. As wildlife commissioner invovled at the policy level: natural resource management policy issues and opportunities, development of a mitigation policy for the CO Division of Wildlife, CO Duck Stamp Committee, Commissioner's liaison to the Western Association of Fish and Wildlife Agencies.

NAME: **John Gamble**
CURRENT TITLE/POSITION: Director
ADDRESS: Wilderness Pursuits
Western State College
Gunnison, CO 81231
CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Active in WEA. Member, AEE. Member, American Canoe Association (ACA). Participant in: WEA Professionals Course, AEE Conference, National Conference on Outdoor Recreation. Former President, Western State College (WSC) Mountain Rescue Team. Developed and created the WSC Wilderness Pursuits Program. Former Ranger and Training Ranger for the Philmont Scout Ranch. Recipient of WEA Orienteering Scholarship Award. Eagle Scout.

NAME: **Kirsten Ingebrigtsen**
CURRENT TITLE/POSITION: Ph.D. candidate
ADDRESS: Department of Recreation Resources and Landscape Architecture
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Climbing class assistant, Black Hills Recreation Leadership Lab. Wilderness perceptions presenter, World Wilderness Congress, University of Wyoming. Head Instructor, Sodergreen Horsemanship School. Research in progress: Overflight study of US wilderness areas; Aesthetic perceptions of waterscapes, wildlife feeding; Communication strategies at Rocky Mountain National Park. Assisted with paper on wilderness perceptions. Organized curriculum for CSU Alumni Nature Camp for 9-12 year-olds.

NAME: **Dick Jackson**
CURRENT TITLE/POSITION: Regional Representative
ADDRESS: American Mountain Guides Association
P.O. Box 2432
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

President/Director, Aspen Expeditions/Rocky Mountain Climbing School. Board Member and Safety Review Officer, American Mountain Guides Association (AMGA). Owner/Operator/USFS Permittee, Aspen Expeditions. Member, American Alpine Club. PSIA Certified Ski Instructor. Importer/Distributor/Sales Representative, Petzel Mountaineering Equipment. Consultant, Obermyer Ski Clothing. Writer/Photographer: *Ski Tech*, *Powder*, *Climbing*, *Outside* magazines. Member/Certified Instructor, American Paragliding Association (APA). Coordinator of Certification of American Mountain Guides. Consultant, Life Link, International. Distributor/Dealer for I.T.V. Paragliders and Air Bulle Products. Consultant/Supplier for Aerial Tramway Evacuation Symposiums, Snowbird, Utah. Member, Board of Directors of Aspen Nordic Council.

NAME: **Roy F. Johnson**
CURRENT TITLE/POSITION: District Manager
ADDRESS: Eastern Mountain Sports
11672 W. Asbury Place
Lakewood, CO 80226
CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Consultant, Governor's Council for Physical Fitness. Go Outdoors Colorado, Governor's Commission Outreach Group Network Member. Member/Event Volunteer, American Alpine Club. Colorado Trail Volunteer. Member, Colorado Outdoor Retailers for the Environment (C.O.R.E.). Climbing school consultant, Eastern Mountain Sports (EMS). Consultant, Governor's Cup X-Country Ski Race. Presenter of slide promotion show for EMS store locations on mountaineering and adventure travel.

NAME: **Knute Knudsen, Jr.**
CURRENT TITLE/POSITION: Deputy Assistant Secretary
ADDRESS: US Department of Interior
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Washington, DC 20240
CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Community Development Planner, Parks Planning Funding. Planning Director, Parks and Capital Improvements Planning. State Legislator: conservation, wetlands, recreation legislation. Member of ad hoc committees and general groups for recreational projects and ideas.

NAME: **Richard (Pokey) Low**
CURRENT TITLE/POSITION: Secretary, Rocky Mountain Rescue Association
ADDRESS: Western State College
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:
Treasurer, Western State College (WSC) Mountain Rescue Team. President, WSC Mountain Rescue Team. Outdoor Recreation Major.

NAME: **Ken MacLennan**
CURRENT TITLE/POSITION: Professor of Kinesiology and Recreation
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:
Former Director of Recreation. Educator/Coach. Former Athletic Director. Red Cross Volunteer. Water Safety Instructor/Trainer. Former NPS Seasonal Worker. Co-author, winter sports book. Nordic ski consultant, X-country ski trail design. Lay out of jogging trail system. Planning and developing family-type ski area with FHA funding.

NAME: **Dee McAdams**
CURRENT TITLE/POSITION: Coordinator
ADDRESS: Telluride School Outdoor Education
Telluride High School
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Telluride, CO 81435
CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:
Former Instructor, North Carolina and Hurricane Island Outward Bound Schools. Former Director, YWCA Teen Program, Virginia; Assistant Director, YMCA Teen Program, North Carolina, created a recreational outdoor education program for girls on probation from juvenile court. Former Instructor for New Dominion, a wilderness therapy school for juvenile offenders. Former Instructor, School for the Blind, North Carolina. Houseparent/Instructor, Methodist Home for Children. currently working on expanding the Telluride School Program to include other area high schools/middle schools. Received grant to build a basecamp on Wilson Mesa near Telluride for school children seasonal use.

NAME: **Bruce McCloskey**
CURRENT TITLE/POSITION: Deputy Director
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Denver, CO 80216
CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:
Public use related to wildlife recreation. Former division positions: District Wildlife Manager, Area Wildlife Manager, Regional Manager.

NAME: **Michael Moniz**
CURRENT TITLE/POSITION: Executive Director
ADDRESS: The Outdoor Network
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Director of Outdoor Education, City of Boulder, CO. Vice president, *Trilogy* magazine. Marketing and Program Consultant. Author. Political involvement in environmental issues. Former Associate Director of Outdoor Education, University of Colorado at Boulder. Former Public Information and Marketing Director, North Jefferson County Metropolitan Parks and Recreation District; Former Director for Ropes Course and High Adventure. Boy Scouts of America (BSA).

NAME: **Colin Mortlock**
CURRENT TITLE/POSITION: Director
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Former and initial Chairperson, National Association for Outdoor Education. Chairperson, Adventure and Environmental Awareness Group, United Kingdom. Churchill Scholar, Leader, Nordkapp Kayak Expedition 1976. Lecturer, "Adventures and Values," U.K. and Abora. Author, *Adventure Alternative*. Committee work with national outdoor bodies: kayak expeditions and safety. Member, British Mountaineering Council.

NAME: **Pamela S. Nagel**
CURRENT TITLE/POSITION: Elementary/Secondary Outdoor Education
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Outdoor education with the Telluride Academy: climbing, river rafting, and wilderness preservation. National Park Tours: culture, history, future. Ski patrol at Telluride: snow safety studies, boundary litigations/studies, local avalanche courses, EMT and WEC skills. Fantasy Ridge Alpinism: business, managerial, computer and office skills. Currently implementing/designing supplemental summer children's program in outdoor education. Implemented outdoor extended trips with Telluride Public Schools, as well as climbing and whitewater courses. Teach avalanche courses and search and rescue programs in the Telluride Public Schools.

NAME: **Rod Neubert**
CURRENT TITLE/POSITION: Associate Director for Program Management
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Self-employment business: ropes course, whitewater rafting, horse pack station. Former Chairperson, ACUI Committee on Outdoor Programs. Co-organizer/Director, Second National Conference on Outdoor Recreation. Programs currently supervising at Cal Poly: Founder Outdoor Recreation Program, outdoor equipment rental facility, ropes course, intensive 9-month leadership program, art gallery, craft center, hobby garage, student government training, outdoor climbing wall. Faculty member of the Cal Poly Psychology Department. Editorial Review Board, Outdoor Network. Extensive international adventure travel and a variety of outdoor experience. Written articles and given workshops. Association of college Unions International (ACUI) Think Tank; Developmental Outcomes of Outdoor Recreation Programming.

NAME: **Marty O'Keefe**
CURRENT TITLE/POSITION: Assistant Professor
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Researcher, Freshman Wilderness Orientation Program. Consultant, Advanced programming in Maine schools, especially the ropes course. Instructor Training, Upward Bound, University of Maine, Orono. Former positions: Hurricane Island Outward Bound Institute; Ropes course specialist, the Warren Center, Northeastern University; Environmental Educator, Hale Reservation, Environmental Education Center, MA; Advanced Programmer, ropes and rock climbing, Tufts University, MA.

NAME: **Paul Petzoldt**
CURRENT TITLE/POSITION:
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

(from *Who's Who in America*)
Made ascent Grand Teton, WY, 1924. Established professional mountaineering guide service, Teton Range, 1924-55. Director, American School Mountaineering, Jackson Hole, WY, 1928-55. Made double traverse Matterhorn in one day, 1934. First ascent N. face, Grand Teton, 1936. Discovery, reconnaissance Abruzzi Ridge Route, K2, Karakorum Range, Kashmire, 1938, including new altitude record for American. Exploration, 1st ascents Sierran Nevada de Santa Marta Range, S. America, 1941. Numerous 1st ascents , new routes mountains Wind River and Teton Range, 1924-64. Organized mountaineering school for youth development program, Lander, WY, 1963. Director, National Outdoor Leadership School, Lander. Served with 10th Mountain Divison, AUS, 1943-46. ETO. Recipient, Conservation Award, Department of the Interior, 1951. Member Kappa Sigma. Authored pamphlets. Developed mountaineering voice signals, sliding middle-man snow climbing technique, also methods rhythmic breathing, pressure breathing, salt and water intake, food consumption, body heat control for endurance, prevention mountain sickness, adjustment to high altitudes. Co-founder and board member, Wilderness Education Association.

NAME: **Delmar Price**
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Coordinated the development of the BLM Recreation Inventory and Planning System. Developed current policy and direction of BLM Visual Management Resource System. Coordinated the development and conduct of numerous BLM Recreation Planning and Management Training Programs. Former BLM positions: Leader of the Denver Service Center Recreation Staff; Bureau Coordinator for Visual Resource Management Program, Trails Program, Cave Management Program, and Back Country Byway Program; Coordinator for Recreation Inventory and Planning Program.

NAME: **Simon Priest**
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CURRENT AND PREVIOUS POSITIONS/AREAS OF EXPERTISE/ASSOCIATED WORK:

Director, Corporate Adventure Training Institute. Author, *Safety Practices in Adventure Programming*. Editor, *Adventure Education*, a readings textbook. Former Delegate to the Association of Experiential Education. International consultant to adventure programs in Australia, Great Britain, Hong Kong, New Zealand, Taiwan, and the U.S.A.. Visiting Professor/International Scholar in Residence Award Recipient at Bendigo College of Advanced Education in Australia. Past Researcher on Outdoor Leadership Preparation.

NAME: **Ed Raiola**
CURRENT TITLE/POSITION: Associate Professor/Chairperson
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APPENDIX B

PANEL QUESTION AND ANSWER PERIODS

PANEL #1: PUBLIC, PRIVATE, PUBLIC

Moderator: Mike Stoll, Assistant Conference Director
Public: Rick Smith, Associate Regional Director, National Park Service, SW Region, Santa Fe, NM
Private: Rick Jernigan, Vice President, Crested Butte Mountain Resort, Mt. Crested Butte, CO
Public: Gary Elsner, Assistant Director of Recreation, USDA, Forest Service, Washington, D.C.

Editors' note: The question and answer sessions were transcribed from audio tapes. When possible, we have identified the panelists with their initials.

Question:

I'm an attorney and with the exception of the law enforcement aspect I didn't hear you say anything about knowledge of the law, environmental laws, water laws, that type of thing. Wouldn't that all be part of something?

Answer (RS or GE):

These days it's part of the communication skills, unless our people have a fair understanding of where the appeals and law suits are coming from, they're going to have a hard time responding to them, so they need that awareness.

Answer (GE):

I also think that as a part of the ability to work within the political process an employee needs a firm understanding of all the environmental and cultural compliance regulations, all the overlay authorities that provide assistance to public land managers. The Forest Service not only has it's Organic Act, but it also has the Clean Air Act, Clean Water Act, NEPA, the National Historic Preservation Act of 1966, etc., etc., etc., All those are laws that provide additional authorities for public land management agencies and their employees to deal with the complexity of the interface between the public and natural and cultural resources that we protect. Without a firm knowledge of those kinds of laws, the employee again, in my judgement, is hopelessly out of place in trying to mediate disputes or allocation problems, allocation of resource problems between the public and the agency or the various competing publics. I think it's fundamental. Any public recreation or parks and recreation, public land managing course from any university that overlooks the layering of legal authorities that exist is not doing it's job in, my judgement.

Question :

Liability?

Answer (RS):

We live it. We live in a litigious society, and when I look at the number of torte client claims that are filed against the National Park Service in any one year, not only for things that are obvious, like an employee runs his pickup truck into someone elses' car, but tort claims related to search and rescue. I heard one last night, somebody sued a city, someplace here in Colorado, because he was part of the city softball program and as he was chasing after a fly ball in right field he stepped into a hole and broke his ankle. Instead of saying that's the breaks of the game, he sued the city for improper maintenance of the field. We live in a very litigious society. I'm sure Rick has nightmares every time his ski area reports that 100 per cent of the slopes are open and it's packed powder. Come on up. It's a dangerous position in a litigious society.

Answer by Rick Jernigen:

Sure is, Dick, I think that's a very good point and business law is something that's a big plus.

Comment (from the audience - John Chapman):

I think you mentioned real estate, and it's come up a little bit in land management. I know other industries are dealing with education in the year 2000. It is important to know the different ways of managing land now. We no longer just have our land and the land surrounding it, we're getting different ways of managing land: through scenic easements, withdrawals, other cooperative arrangements where you have to know your county commissioners and zoning. There are different ways of managing land as far as the federal agencies and state agencies. We don't always own them any longer. We have to find different cooperative ways or other plans to achieve these types of management. I think that is the most important part of law school, recognizing the different ways to skin the cat.

Question for Rick:

Nowhere in your wish list did I hear you mention formal training in either recreation or commercial recreation. Do you see that as a desirable background for a bachelors level for an employee?

Answer (RJ):

Yes, I would. I think from the commercial aspect, you know what I'm looking for. It is someone with eight years of education. With a wish list, yes, I'd certainly add that.

Question:

Rick's communication with the college here in regard to a degree program?

Answer (RJ):

Yes, I think the skills that I'd like to see, come out of a Commercial Recreation Degree. Again it's a wish list and a very long one.

Question:

From our end as academicians, we sometimes feel like we're training people for bachelors because the industry, the employers, list competency areas which we teach but don't label them recreation. I have a sense a person with preparation in recreation is not competing for the same kind of job in the industry.

Answer (RJ):

That's what we'd like to change.

A question for the federal land managers:

One of the problems that we've identified within the agencies is a kind of graying of the folks we have on board. We have a lot of the folks that have been there for a long time. There's not a lot of turn over in personnel, and looking realistically, there isn't a bright job market for folks that want to major in the management of outdoor resources. Understanding that universities and academia are a business to a certain extent, they need to have some sort of incentive to turn out the type of people we need to manage our agencies. Is your commission, Gary, with the federal land managers, pointing towards addressing that problem and providing some incentive to the universities to turn out the type of student we need?

Answer (GE):

I think there are two sides to that, and they work together, Rick; they're very complimentary. If we can have the series, we have the conduit to work with the universities on a straight forward manner for a change. If we have the series then also the federal employers can also start focusing in that area instead qf such a diverse way that we've had in the past. It should help out. What we've done in our agencies, and it maybe very much the same in BLM, is we've retrained a lot of people that have come up through the organization, through forestry actually, to be recreation managers as those people are getting close to retiring, this graying concept, that you mentioned. Then we would see where we need recreation professionals and we would start hiring recreation professionals. It should be a major shift over time that will be very healthy. It will be very healthy in terms of employing more people from these kinds of curricula.

Answer (RS):

We all have to understand the demographics here. Because they're very important. Fifty percent of the people who will work for the Forest Service in the year 2000 do not work for the agency today. Forty percent of the people who will work for the Park Service in the year 2000 do not currently work for the Park Service. So, while the graying of our organizations is a real factor, the number of changes that will occur in the next ten years, and I'm not exactly sure of the Forest Service case, but in the Park Service's case, we do not have a cadre of professionals poised to take the place of the people who are going to retire in the next five years even. So what I think, if I were a university professor, or the dean of a department, or things like that and my freshman students today came and said, "I'm considering a career in outdoor recreation management, what are my chances?" Obviously from the commercial point of view, I think there's always a constant change over. In the federal land management agencies, there's going to be a humongous changeover in the next five to eight years. Our agency is full of people like me. I mean there's three of us here, Karen, myself and John, we're all going to retire in the next eight years. All of these people occupy responsible positions in our agency, and we're just examples. It's in legions, the number of people in retirement or almost in retirement status.

Comment (audience):

Let me add one thing to that. I think the other answer, in terms of how rosy it's going to be for the graduates of universities, is really based on whether we're successful or not in creating this new professional series. If we're not, then probably the best approach for them is to continue, in our case, to major in forestry, with a specialty in outdoor recreation. If we are successful, probably the other strategy is much better, to work and study in outdoor recreation. So, we've got to get to the bottom line of this pretty quick.

Question:

Rick Smith, last night I read your paper and I found it very interesting. I agree with your observation, with the graying of the agencies. Also, you pointed out in the paper we're going to be hiring more diversity and more multicultural types of individuals. When it comes to professionalism, do you see the National Park Service perhaps being more concerned with becoming a more diverse agency when bringing in professional people? Do you have any observations? They don't necessarily go hand in hand.

Answer (RS):

My feeling is that if we are not, in the Park Service, concerned with cultural diversity, we'll be out of touch with our users. It's not only that 80 percent of the people that will enter the work force in the next ten years will be women, minorities, or immigrants. If we continue to point our employment programs at white males, we're not going to be able to recruit the best and brightest. It doesn't make any sense to assume that if only 20 percent of these people entering the work force are white males, doesn't make any sense that the best and the brightest are all going to be in that 20 percent. If we don't broaden our employment perspective and if we don't make opportunities available to a much wider variety of people then we have in the past, we're not only not going to get the best and the brightest, the users who come to our installations are not going to see anybody that looks or talks or acts like them and that's deadly in my judgement.

Question:

I realize that we're both the same, a lot of one-time employees among the agencies and organizations, but I also think we should think in terms of something that the education community can handle. Our agency is probably not going to grow in terms of the numbers of employees. We need to remember to satisfy the needs of those people employed through the agency. I think that students and professors have the opportunity to a great degree, and we will find that the students and professors are going to be very much involved with the programs. Would you like to expand on how we can work together?

Answer/Question:

When you're talking about education of new employees a lot, and Rick Smith, when you mentioned, especially, the need for change and for employees to have tolerance, there is ambiguity. Some examples of that are that some employees of the National Park Service and National Forest Service are challenging agency policies. I'm somewhat familiar with that in the Pacific Northwest, but also with the fact that those challenges are not being warmly welcomed by the agencies. I'm wondering if there's any thought concerning not just the new people entering the profession and the education for them but the reeducation of current employees, especially around this particular change. What is the movement and need for movement in that direction?

Answer (RS):

I'll speak, and then Gary can chime in later. You know when you think about the program that Gary is directing for the Forest Service, he's the Assistant Director for Recreation, I don't think that job existed a decade ago. When I look at the Bureau of Land Management, and I see that they have state officers who are now in charge of cultural resources, that job description and position didn't exist a decade ago. When I think about the number of people that I supervise who are historical architects, and archeologist, and anthropologists, and ethnographic people, and things like that, these are all things in my judgement, attempts by agencies to cope with the changes that are occurring. They're coping by trying to not only bring new people into those fields, as Gary has talked about quite extensively, but also attempting to retrain our employees. They're making sure that they understand that the scope of an agency responsibility has expanded considerably in the last decade. It's even going to expand more rapidly in the next decade in my judgement. Who knows what the year 2021 is going to bring to us. I just see that as an example. We have an associate director in Washington for Cultural Resources, again a job that didn't exist ten or fifteen years ago. So, I think it's an attempt by agencies to deal in a bureaucratic fashion. One thing else, I've said at the end of my paper, which I hope you'll get a chance to think about in some ways and that is: We can retrain people, we can have all these bright college graduates coming out of universities and other institutions of higher learning, but if we don't do something about the bureaucratic environment in which those people work, we're going to be creating false expectations. Bureaucracies stifle people, they stifle creativity, stifle innovation. Rigid lines of delegation stifle those kinds of things. We're going to have to come to grips, I think, in all levels of government, whether it be city, county, state, or federal, with providing an atmosphere and environment in which our employees work that encourages creativity, that encourages innovation, that encourages risk management, and that kind of thing. I don't see how it would be possible to exist in an era of change without that change in the environment, in which we work.

Question:

I was going to ask what do you propose in that respect as far as being happy, to reduce the bureaucratic stifling?

Answer (RS):

I wish I knew the answer to that because obviously I'm a product of that bureaucracy, like many of you are here today. One of the geniuses of our political system, in my opinion, is that every four to eight years we do have some changes: not all of them welcome every time, not all of them to all our liking every time. Every four to eight years, at least, on the national level there is a change in emphasis, there is a change in direction, there is a change in the way we do business. You know I think that, above that influx you often hear, at least in the federal bureaucracy, concerning the wars between the political people and the careerest, right? I really don't look at them as wars, I look as them as shaking out of the ideas about the goals and objectives of public land management and our governmental system. I really think that's helpful. You discard the rigidity of the previous administration and adopt some changes from the new administration. I think that's very useful. Again, it's not always to everyone's liking, but we do live in a pluralistic society. We live in a society that has existed under a form of government that has existed over two hundred years. It's worked pretty well. So I think that's one of the things. The other thing is, I think if we can have our colleges and universities really deal up front with the whole idea of innovation and creativity then our younger people coming into the service will be less likely to cling to those bureaucratic fixations, I guess, is the best way to think about it, and that has guided so many of us before.

Answer (GE):

A thought from the Forest Service on that. In 1988 we created something called recreation strategy which was specifically to knock down those barriers. It was to make the organization much more dynamic and much more receptive to change, particularly in the area of recreation. It's been pretty successful I think. We've also been working on the creation of partnerships and how you bring about an attitude within the agency to extend itself to work outside the organization with others in a partnership mode. One tool we've used there is called a challis cost-share approach and it's been very successful across the United States. Congress has worked with us on that. It's been very helpful. I think also in bringing about change, we've been working very closely with a number of universities. We have formal programs where we lecture, and those universities provide lecturers and the organization, including Clemson University, Colorado State University, Utah State University, and some others. I would say that we've had less success in some other areas because we have less control within this bureaucratic environment. In those areas we need to be patient, and the people coming into the organization need to be patient. Those areas are procurement, contracting, and so forth. They are very frustrating areas to work with because they take so long, and sometimes the products coming out the other end (if you're building a camp ground or new ski area), may be totally different than what you imagined. You have to stay on top of it all the time. It takes an enormous amount of patience. Someday we will gain control over those areas as well and open them up and have them be much more customer service oriented too. I think it's an area of opening up and freeing the people. We've gotten the Chief of the Forest Service to say, "Be innovative," and I'm willing to accept that.

PANEL #2: NATURAL RESOURCES, COMMERCIAL RECREATION/TOURISM, WILDERNESS PRESERVATION

Moderator: Mike Stoll, Assistant Conference Director
Natural Resources: Dr. Glenn Haas, Chairperson, Department of Recreation Resources and Landscape Architecture, Colorado State University, Ft. Collins
Commercial Recreation/Tourism: Dr. Lynn Jamieson, Coordinator of Recreation Administration, Department of Physical Education and Recreation Administration, Cal Poly, San Luis Obispo
Wilderness Preservation: Sally Ranney, President, American Wilderness Alliance, Denver, CO

Editors' note: The question and answer sessions were transcribed from audio tapes. When possible, we have identified the panelists with their initials.

Question:

When you overlay Sally's comments about educators, all of a sudden it seems like we're maybe asking for some incredible paradigm shifts at the university levels. We're already a little late in terms of developing students in this century. Are the universities going to be able to respond and maybe even take it as a step at our K-12 levels? We're talking about paradigm shifts of a global fashion. Are we going to be able to do it?

Answer (SR):

I don't think structurally it's going to happen all that quickly because of the curriculum system we find ourselves in. There's nothing that prevents people from teaching things in a class. I mean, structurally, you have courses and you have names for courses and whatever, but there's nothing that dictates how you teach or what you bring into that class. I think we have to free our faculty a little bit in their own minds. I'm not saying faculties are not creative. I think we get bogged down by the system that we have to operate under, that if we didn't put the right word in this curriculum guide and we say this word in class and it is not in the curriculum guide, it's going to cause problems. We have two or three courses a quarter or semester that we teach. A lot of the concepts brought out can be developed, and over a period of time maybe names changed, and maybe courses get molded and developed, and we can have some curriculum flexibility into our system. There's nothing to prevent us from teaching these things now. I think that's just an error that we create for ourselves sometimes. We can have these curriculum changes.

Answer (GH):

I'd like to say that we can definitely respond and that we're seeing a new level of inspirational leadership taking place in some of the universities. I'm beginning to think that the park and recreation professionals are beginning to take the leadership role in what were otherwise traditional colleges. I look at a major and I can't believe my colleagues. Some of the departments are beginning to embrace this notion of human dimensions resources and allowing us to hire a people-based faculty, rather than a species-based faculty. I see a real groundswell, but I would sure like to see a Director of National Park Service, or Chief of the Forest Service, write a letter to a Dean, or University President, saying, "Hey things are changing and your faculty are not picking up on it. We need some political pressure to come down to the universities. I don't see that happening. There's too much turf. That's a shame because we would be very effective, very responsive to, if we could be pushed. We're dealing with political institutions that need some pressure, as much as a Bruce Bento might affect the Park Service and Forest Service, we need someone to affect the universities as well as BLM. I don't know.

Question:

Some of the things I've been hearing this morning, the political reality, what is that?

Answer (SR):

The shift I see is primarily from service to industry and it's focusing more attention on the fields that we've been, happily, feeling somewhat isolated and weak in. I see as a paradigm shift; people focusing on something like tourism or outdoor recreation, or outdoor recreation management. This is becoming a big emphasis on campuses, but I don't think that the curriculums that have existed with them are being ignored and they are having them picked up by business or some others on that same plane. That, to me, is hysteria. But at the same time we're building alliances on our campuses and we can go with the change. If we stay within our little areas, which is the tendency, I think for our faculty and freshman to stay close to what they're doing and not looking out there, then I feel we'll lose the connection that we've established so far.

Answer (LJ):

I'm going to say this, I think NRPA (National Parks and Recreation Assocation) needs a big paradigm shift. They have a lot of power and in 1965 they joined a whole bunch of organizations together because of the need to become unified. We're ready for that I think. There's a need for it, for some leadership to be taken to bring these together. I did a survey five years ago of just the western United States of what organizations the faculty belonged. The faculty members of these five states belonged to 244 organizations. That made me realize the difficulty we have. There isn't something nationally being done: professional organizations doing something about the fragmentation we're all experiencing. We're all going to have trouble making the kinds of changes we need for professional development, curriculum development, and other essential skills.

Question:

I'd be curious to know what division you think the outdoor recreation and physical recreation area and natural resources should be in. Should it be in business, should it be in science?

Answer (SR):

I think it should stay on it's own.

Answer :

If it's in business it's going to get involved in a profit motivation and that's exactly what it should do. I feel very strongly about that.

It should be resource based. Dayton Dustin in September issue of Parks and Recreation Magazine has come up with an interesting article. We, as professionals, have had the opportunity to advance the environmental conservation message throughout the whole world, and I agree, that we have a moral obligation to advance that and we should embrace the fact that this economic gain of ecotourism and direct tourism is dependant upon our natural resources. If we can advance that type of message, then I think we should. I think it's buried and lost in the traditional business colleges. If it's lost, I think we'll be in trouble.

Question:

To what extent do you agree the educational bureaucracy will start a new division to handle natural resources?

Answer (SR):

I think the biggest disservice we're doing to ourselves right now is to have a difference between national resource management and recreation resources, recreation administration, they're two different departments on our campus and a lot of other campuses, and never the twain shall meet in some cases. It makes little or no sense to me that there are two separate ones, so I would say that aspect needs to be applied. We're tremendously strong and we're not talking about new resources: we're just saying combine. If recreation resource management is the only one with the human side any more, then we're finding in recreation administration the need for more of the park and resource orientation. It's ridiculous for us to be trying to have to maintain two separate disciplines when they relate so well. That's where we can strengthen ourselves.

Answer (GH):

We have two concentrations, we view the college business as a service, we're an applied professional college, we have commercial recreation and tourism concentrations within the department as well as a park and recreation administration. Commercial rec and tourism, 35 credits of business and economics; parks and recreation, 35 credits of natural resources related courses. So, it's a matter of which direction the students will go. This has been the outcome at CSU.

Answer (SR):

There are a lot of universities that have two different departments, and now there's a limited resource, so it just doesn't make sense.

I'd like to just add that several things are happening in making sure that the component is there. The interesting thing is that the motivation, particularly in a lot of third world countries, was not there until the economic factor weighed in the equation. That's why for many years recreationists and environmentalists, quote, unquote were enemies. As far as that is concerned, I've always combined the two. As far as I'm concerned, there's a lot of common ground here that can work for the benefit of the environment which is my primary inclination. Also, these areas are desperate for some kind of an economy.

We are a global community, and many of the countries that are struggling with this need--conservation technical assistance--in order to do it right. Concerning the Alti region, what the Soviets want to do is develop resort destinations on the edge of an area that is phenomenal wilderness. They want to do it right; they're asking for help. A small group of natives where the Monarch butterfly procreates down in Mexico, the local folks are asking farmers (most of them can't read, or write) for a butterfly reserve because people come to see the butterfly. I would rather have it work that way than have these resources destroyed. The thing is you can never legislate attitudes. There has to be a participation level for all these things at the local level. It's slowly, but surely happening. But as I stated and you reemphasized, you can kill the Golden Goose. That's where the abilities of negotiations arbitration, being well grounded in a philosophy, knowing how to ask the right questions, bringing in the right experts, having a biosquad, or ecosquad, or whatever you want to call it, is so critical.

Answer (GH):

Just to give you an example, next Thursday, if you're in the Colorado area, the President of the Rwandas is coming up to Ft. Collins. They have 310 mountain gorillas left in that national park. From an economic impact, it's the second largest industry, the tourists going to Rwanda to see those mountain gorillas. They constrained it to twenty five people a day and then a couple of days of the week they don't allow anybody in. That is their second largest industry. They're very concerned about the environmental ethics of the Rwanda natives. They're sending a park manager over for six weeks in January and February to work with us, to learn how from an interpretive perspective to determine an environmental standpoint. So, that's really exciting. This whole ecotourism, from a political standpoint, is a very powerful word. We ought to ride that word.

Answer :

I think the new manager, the new decision-maker is going to have to understand this because all the indications are that it is really going to explode.

PANEL #3: NON-PROFITS AND SPECIAL POPULATIONS

Moderator: Mike Stoll, Assistant Conference Director

Abbey Scott, Director of Research, National Outdoor Leadership School (NOLS), Lander WY

Bruce Fitch, Director of Human Resources, Colorado Outward Bound School (COBS), Denver

Dr. Dave Cockrell, Wilderness Education Association (WEA), Department of Human Performance and Leisure Studies, University of Southern Colorado, Pueblo

Tom Whittaker, Director, Cooperative Wilderness Handicapped Outdoor Group (C. W. HOG), University of Idaho, Pocatello

Editor's note: The question and answer sessions were transcribed from audio tapes. When possible, we have identified the panelists with thier initials.

Questions:

You have a better understanding than I could, the philosophy of the wilderness education of which we're trying to deal with, because we're going out there to have fun. We're going out to do all these things if you like, besides saving the outdoors. We're doing them, that's our philosophy, creating these skills for them, the specific trips resulting in ways of getting out there to where you can accomplish the things you wanted to.

One thing that occurs to me, and maybe all of you, is the need for education to address recreation. I've heard a lot about programs focusing on recreation management, outdoor adventure education, and it's refreshing to hear NOLS talk about inviting people who have not previously been involved in NOLS to be working in the organization. Until recently, the perception, I think, has been that NOLS has been very inbred. They only wanted NOLS people. A couple of years ago I had a conversation with an administrator. They were saying that they want instructors who just want to teach a couple of courses a year--NOLS and also Outward Bound instructors. That seemed very refreshing to me because of the value of diversity. I'd like to hear Bruce, and then Tom, talk about special populations, working with disabled groups with perhaps special medical populations and substance abuse groups. It seems to me that one way we should be training potential employees in the field is in more of the generalists sense, or at least having some acknowledgement or understanding of things outside of their particular area in outdoor recreation. It seems to me that we need to be knowing how to work with different populations rather than the highly motivated eighteen year old that wants to come out and spend 23 days in the wilderness. We need to be learning how to work with these sorts of populations and disabled populations integrating with other populations. It is refreshing that this is the beginning. How will this translate into some reality in education?

Answer (TW):

One of the things that we tend to think about is that we can get disabled people integrated into a program and all we have to do is show the disabled people that they are welcome to be part of it. Unfortunately, if you take traumatized people that have lived a very, we'll say deprived existence, they tend not to go out and seek these experiences and you almost have to drag them kicking and screaming into the program. Just setting up the program and finding out that disabled people don't respond means you have the kind of self-fulfilling prophecy that of: Well, I didn't think it would work, it won't work, we tried it, we sent out the fliers, nobody came. Traditionally, disabled people do not think about going into the outdoors and taking a five day river trip, for instance: that thought is very threatening to them. It's even more threatening to them thinking: Gosh, I'm going to be in the way, I'm going to be baggage on the trip, the able bodied people are going to be frustrated with me, I'm not really welcome here. They can very easily rationalize themselves out of taking part in it. My feeling is that what we need to do is have community based programs that are very inexpensive to run and use a lot of volunteerism in the community. You take the people in that community who are good in what they do in the outdoors and people that are good- hearted and good to be around and they'll volunteer their services and expertise. You get these people together and organize experiences for your disabled population and as they work through the process in a really open-ended, community-based program, they'll matriculate out so that they don't need you anymore. The people that do need a special program like CWHOG, are the ones that I don't feel great about and the ones that are too uptight I feel sorry for.

Answer (AS):

I'd like to continue on the other end of that and that specifically refers to NOLS. I think one of the philosophies of this school, or at least be aware of, is that to be really good at what you do you really have to define your parameters, and NOLS realizes that there are other schools and organizations that do that type of thing better and certainly at a better level than what we could. I think it's important to recognize we specifically try not to overlap in areas where there's somebody else who might be able to do it better. I don't think you would ever see NOLS getting into other populations or even some of the things Outward Bound does. I think it's important to clarify that. I think that we feel we should leave that to the experts who are already there and not try to conflict with them.

Question for Abbey and Bruce:

One of the big assets that NOLS and Outward Bound has is the market for marked awareness of the depth of their philosophies. I guess the question is two-sided. One to be concerned about is the direction the schools are going or changing. Bringing professional managers that don't have a definite field experience like they always had in the past, if you are concerned about that, what are you doing about it?

Answer (BF):

I think that it's causing a problem in our mission. I think that this year and next year will be a pivotal time for us to decide where we want to go. It's causing a split only because of the traditional and new values. If you looked at both programs and what they're providing and what they're doing, well you wouldn't find a lot of difference. On the surface there are differences as far as the population and the values and the particular cultures you're dealing with. There are differences. But I don't think essentially our philosophy has changed in either program.

Answer (AS):

I would say that in terms of NOLS responding to that that we're running into the exact same problems that Bruce is eluding to. There's a really big difference between bringing in managers who have never been on a NOLS course. I think that we're exemplifying that by hiring in top management people who have worked exclusively for Outward Bound. I think from the positive perspective it's very healthy and it's very good. I think that in the management levels at NOLS, they would never get that management position if they couldn't demonstrate their heartfelt commitment to what they were doing, and that's outdoor recreation. I think that NOLS would say, it doesn't matter quite where you get the experience and commitment, but it must be there. We're running into the same problems: There's a lot of resistance to bringing in an outsider.

Comment (from the audience):

Those outsiders are involved in operational decisions. You are trying to get them with some operational experience. I spent a couple of weeks out in the field on one job and could more accurately assess what an instructor should be going through for experience.

Response (BF):

The problem we're having is a little controversial in the schools. What Outward Bound does is pretty simple. You are talking about a core issue. We're talking about some essential effective experiences. There's a lot that goes into that, but, all in all, it's not particularly new: the philosophy, it's gone back a lot of years and it has to do with adventure experience. There's some controversy with what we're getting into with our new populations. The charge may be burdening that experience so much it's getting top heavy. Are we trying to load too much into the experience so that it's starting to drag it down? I suspect some of that is true. It gets down to the old thing, the search of excellence thing, that you stick to your knitting, and is your knitting about these essential, effective level experiences, or are you going to get into what we call the sophisticated levels of facilitation overlays of professional development, overlays of therapeutic outdoor experience? You can do that and you can do it well, but can you do them all well, or should you. It is a big question for us.

Question:

Someone comes in and wants to apply for a job, how do they submit an application? Do they even submit a written application?

Answer (BF):

We would send an application and there's information with it, but what we ask for is general information. As NOLS outlined in their description, we're most interested in experience. We want to find out what somebody has done. We'll ask them about mountain experience if they're applying for the mountaineering program, then what is their mountaineering experience, their rock climbing experience, significant expeditions, other kinds of outdoor experiences. There's a considerable narrative section to talk about general issues around their own soft skills. All in all, the application could come back to me with three pages or it could be ten, depending on how much that person wanted to say about themselves.

Question:

Is the more they say the better?

Answer (BF):

No

Answer (AS):

Depends on what they're saying. Ours is very similar. At the management level I don't think you even fill out an actual set of requirements. Basically, it's all done based on your resume and your background.

Answer (BF):

That's always followed by an interview of course; a personal interview, I should add.

Question:

Do they set it up themselves?

Answer:

Yes, they do.

Question:

Do you say they're welcome for an interview, and they fly in, from, say, Alaska,--themselves?

Answer (BF):

Yes. I do some trips around the country, occasionally, but generally no.

Question:

How do people choose their category?

Answer (BF):

I hired a guy in a drug store once, just talking to him over the counter.

Answer (AS):

I would say, actually, you've hit upon an important subject. We've seen this this morning, working for a government agency is working for a quite large bureaucracy and Colorado Outward Bound and NOLS are relatively small organizations. There's much more of a family feeling when you come to work for NOLS and we try hard to keep that to a certain extent. When you're looking at various different kinds of jobs such as when you apply for a federal job, you're looking at job security. I don't even know if that's in our vocabulary. I would say you're looking at somebody who might be in a little different lifestyle or time frame. There are certainly people who overlap in all of these organizations who look to the Forest Service or any of the government agencies as other options, but by chance it didn't happen to or for them and vice versa.

Comment (from the audience):

It seems like the profession is very poor and it generally doesn't pay a lot. What it really comes down to is expectations of the employees, that they do the marketing whether it's a manager, a doctor, or a lawyer. The medical profession doesn't ask it's surgeons, anesthesiologists, nurses, or a technician in the x-ray room to work for little compensation. It doesn't seem like we're addressing that. I just thought the panel might want to speak towards that.

Response (from the audience - Paul Petzoldt):

We must just have a misunderstanding. The purpose of this conference is to introduce curriculums into the universities and colleges. Where with our background they can take people into the outdoors and teach some of those basic skills that were a part of everybody's speech that I heard this morning. Hopefully, then we'll have recreation people who are getting degrees in recreation and who also have outdoor training and that when they go to camps they're able to take kids out. Hopefully, we'll get into the future. We'll start teaching those younger kids. We need to train people on a university level in those basics to hopefully help the Forest Service and the whole recreation field.

Response :

I would echo what Paul said. I think that what one of the fundamental dilemmas is this whole area of semiprofessional activity is that we expect people to be lawyers, doctors, architects, psychologist, psychiatrists sometimes as well as renaissance fur trappers and outdoors people and then we expect them to take seasonal jobs for $4.00 an hour that only last for two or three months a year. That's one of the fundamental dilemmas of the field. I don't know the way out of that. I believe that there are some iterative steps that can help us surmount that problem. I think one of them is to invest more in the universities as training modalities. I think that's what Paul just said. I think there are some success stories out there on a smaller scale. The facility based adventure is a success model: the proliferation of ropes courses and the use of rope courses in management. Effectiveness training programs with corporate clients is clearly documenting that once a program meets fairly well-defined standards and provides professional instruction that demonstrates a certain set of competencies, mainly in climbing skills and in counseling skills, then clients will value that experience and pay commensurately, to the tune of $80-125 per client per day. I think that we've got to learn from those kinds of success models; if we can, build a better awareness in our culture of the clear benefits of adventure experiences through a coordinated effort as a profession, I think we stand a chance of beating this problem of building the number of full-time, professionally-paid positions in all kinds of agencies for people who have the minimum competency levels of outdoor instructors. I think we've got to identify ourselves as a profession and not just a series of segments of professions.

Question:

The typical scenario is for a municipality to bring in an adventure programmer and say, great, go do it. Start your own entrepreneurial subdivision and have five or six different agencies doing the same type of things, instead of having a marketing person, by-ins person, and a risk management advisor and then programmers doing what they do very well and teaching. I agree that you should have a background in a liberal arts program, but I see more and more as our field progresses into the nineties and as technical issues become necessary and tort cases become more complicated and more prevalent that we demand more and more advanced first aid. For a long time it was the standard, now it's going to EMT and EMW. Now what is the minimum training time?.

Answer:

It's thirty-some odd days.

Comment:

See you're looking at cost in addition to not giving special time commitment there. There are some other issues that need to be addressed by agencies too. Re-look at what they're requiring, rather than saying here's an entrepreneurial position, fake it, market it, etc.

Comment:

It seems that we're talking about two different things here. Most of the panel you heard this morning were leaning towards either the Park Services or Forest Service. We are in a business of providing an opportunity for a recreational experience. You guys are in the business of helping people take advantage of the outdoors. If someone is wondering about what kind of career he or she wants to pursue it seems to me that's a fundamental distinction. I don't regard myself as necessarily someone who can do the job for NOLS, WEA, or Outward Bound , but I do see the continuance of those kinds of schools. I see a much more sophisticated park user based on that educational experience. What I'm trying to do is provide as wide a spectrum in agency policy boundaries so an opportunity, no matter where it comes from, is acceptable. It's the people who come out of your kinds of school that are on the wilderness end of the opportunity spectrum. Other people who come out of other kinds of training are at the other end. Obviously, managing recreational outdoor experience is my business.

Comment:

I want to make one comment, too, about what you were saying Mike. I think it's possible to over professionalize what we're talking about. We can lay too many expectations on this outdoor field. I think into the nineties it's highly probable 75-80% of the people who get into this field will still be seasonal, it will be a three month job, and they'll still only want to work three or four years. I don't see anything wrong with that. I think it's a tremendous learning experience for people to be in this industry for awhile. They may well want to go on to something new. I think the perspective should be that there is room for a certain cadre of people to become professional in every sense of the term. I think for the majority it will still be the seasonal orientation. They'll be very good at it.

Comment:

I'd like to say something about helping the instructor who wants to get out of the seasonal mode. For example, perhaps some ski resort can combine with some rafting companies to make a combination with benefits. If you keep that instructor five or six years, he/she will have a lot more experience; you only have to train them once instead of getting new instructors and train them every year. I'd like to explore those kinds of ideas. Perhaps that kind of topic is a future conference. How can you improve the lot of the seasonal employee?

APPENDIX C

ACRONYMS, INITIALS, AND ABBREVIATIONS

ACRONYMS, INITIALS, AND ABBREVIATIONS

(found in these proceedings)

AALR	American Association for Leisure and Recreation
ACA	American Canoe Association
ACUI	Association of College Unions International
AEE	Association of Experiential Education
AMGA	American Mountain Guides Association
ANWR	Artic National Wildlife Refuge
APA	American Paragliding Association
ASTA	Association of Travel Agents
ATS	Adventure Travel Society
BLM	Bureau of Land Management
BSA	Boy Scouts of America
BuRec	Bureau of Reclamation
COBS	Colorado Outward Bound School
C. W. HOG	Cooperative Wilderness Handicapped Outdoor Group
EMS	Eastern Mountain Sports
EMT	Emergency Medical Technician
E.T.C.	Environmental Traveling Companions
FIT	Free Independent Traveler
NEPA	National Environmental Policy Act
NOLS	National Outdoor Leadership School
NPS	National Park Service
NRPA	National Recreation and Parks Association
PCAO	President's Commission on Americans Outdoors
PSIA	Professional Ski Instructors Association
USFS	United States Forest Service
WEA	Wilderness Education Association

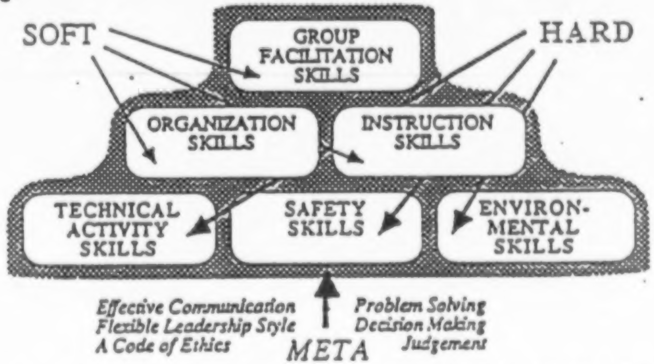
WEC	Winter Emergency Care
WWF	World Wildlife Fund
YMCA	Young Men's Christain Association
YWCA	Young Women's Christain Association

APPENDIX D

AEE STAFF QUALIFICATIONS

CHAPTER 3: STAFF QUALIFICATIONS

A program is only as good as the practitioners who design, deliver, and debrief it! This chapter examines qualifications for service-level staff (those who work in the field, adventuring along with participants). Qualifications are arranged into three categories: hard skills, soft skills, and meta skills. Hard skills are those that are easily trained and easily assessed, such as technical activity, safety, and environmental skills. Soft skills are more difficult to train and assess than hard skills and are more related to working with people in the field, including activity or trip organization, instruction, and facilitation skills. Meta skills are the catalysts which connect and integrate the hard and soft skills, making the outdoor leader effective at exhibiting all skills. Meta skills encompass communication, flexible leadership style, problem solving and decision making, judgement, and ethical thinking.



As the diagram above portrays, if hard and soft skills can be thought of as building bricks, then the meta skills would be the cement which "glues" them together and makes them strong. Soft skills are stacked on top of hard skills for a reason: before staff can work well with people in adventure programming, they need a good solid foundation of performing technical activities in a safe and non-impactive manner.

A program faced with preparing new staff might benefit from thinking about this order of skill development and realizing that staff ought to have a balanced complement of all three types of skills. In days gone by, programs used to hire staff for their hard skills. Nowadays, programs are recognizing the importance of soft and meta skills, preferring to hire staff for their possession of these, and then train and assess them in the easier hard skills.

The sections which follow provide some worthy points about hard, soft, and meta skills for adventure programming staff. The required qualification can be thought of as a bare minimum, while the recommended qualification may be a desired level and the suggested qualification might be an ideal level.

Hard Skills

A staff member charged with preventing damage to the local environment, protecting the safety and well-being of participants, and ensuring their enjoyment and optimal learning potential needs to be competent at a variety of hard (technical activity, safety, and environmental) skills. Here are some of the more important and commonly expected ones. These points represent a general overview of hard skills. Please consult Chapters 6 through 10 for more specific detail.

3.1	TECHNICAL ACTIVITY COMPETENCE
Required:	Staff must be competent at performing the specific activity undertaken (backpacking, climbing, paddling, etc.) to a level commensurate with the demands of that activity (difficulty, duration, location, risks, etc.) and on a par with the average competence of the participant group.
Recommended:	Staff should have a level of competence which exceeds the demands of the activity and is above that which will be taught to participants.
Suggested:	Staff ought to be the most competent participants in the specific activity.
3.2	PHYSICAL FITNESS AND MENTAL WELLNESS
Required:	Staff must be physically fit enough to keep up with the group and mentally well enough to handle the stress requirements specific to the activity.
Recommended:	Staff should be more physically fit than the group's average level of fitness and more mentally capable of coping with the stress of the activity.
Suggested:	Staff ought to be the most physically fit in the activity and the most mentally prepared of the group to deal with the stress of the activity.
3.3	FIRST AID AND CARDIOPULMONARY RESUSCITATION (FA/ CPR)
Required:	Staff must have FA and CPR abilities specific to the activity they are leading.
Recommended:	Staff should hold a valid (current and recognized) FA and CPR certificate.
Suggested:	Staff ought to have FA and CPR competence at the level of First Responder or Emergency Medical Technician / Care for remote (wilderness) programs.
3.4	OVERALL SAFETY (see Chapter 2 = Key Safety Concepts)
Required:	Staff must anticipate dangers and be on the lookout for accident potential, while being prepared to respond quickly and correctly.
Recommended:	Staff should understand the theory behind the formation of accident potential. They should be able to identify and classify a danger as a peril or a hazard, and as environmentally or humanly created.
Suggested:	Staff ought to be able to take the correct course of action to neutralize dangers by avoiding or removing them according to their classification.
3.5	ENVIRONMENTAL PROTECTION
Required:	Staff must have the competence to avoid irreversible damage by participants to the very environment they seek to enjoy through adventure programming.
Recommended:	Staff should be able to travel or camp in wilderness and other environments leaving minimal evidence of their presence, and they should be prepared to teach minimum impact concepts such as sanitation and no-trace camping.
Suggested:	Staff ought to exhibit a purist approach to environmental protection as the participants will often "water down" these approaches when they try them.

Soft Skills

A staff member charged with planning learning experiences, teaching technical activity, safety, or environmental skills, and counseling group processes needs to be competent at a variety of soft (organizational, instructional, and facilitational) skills. Here are some common expectations for staffing. These points represent a general overview to soft skills. Consult Chapter 5 for more on litigation concerns and Chapter 11 for further ideas about working with different groups (unique clients).

3.6	ORGANIZATIONAL
Required:	Staff must be sufficiently well organized to carry out the logistical demands of a program and thus offer a safe and effective learning experience. This includes matching participant competence to the risks of activity and site.
Recommended:	Staff should be capable of organizing all logistical aspects of a specific activity including equipment, transportation, accommodation, budget, safety and risk management, scheduling, route mapping, duty roster, meals, etc.
Suggested:	Staff ought to be organized enough to handle all the paperwork associated with an activity or program, including medical forms, waivers, participant lists, equipment usage, permit applications, route plans, trip reports, etc.

3.7	INSTRUCTIONAL
Required:	Staff must be capable of teaching experientially, including all aspects which accompany that responsibility, such as sequential learning and reflection.
Recommended:	Staff should be competent at demonstrating technical activity, safety, or environmental skills and at breaking the skills down into component parts.
Suggested:	Staff ought to have empathy for what first-time learners go through and be able to modify presentations to suit each participant's style of learning.

3.8	FACILITATIONAL
Required:	Staff must be capable of appropriately debriefing adventure experiences to process and transfer the optimal amount of learning for participants.
Recommended:	Staff should be able to foster an atmosphere of interpersonal cooperation, trust, and teamwork among participants in a group and should be competent at enabling the development of intrapersonal confidence and independence.
Suggested:	Staff ought to be competent at crisis intervention and conflict resolution to deal with the problems which often arise for people afraid or under stress. Staff ought to be encouraging participants to openly share their feelings.

3.9	WORKING WITH PEOPLE
Required:	Staff must be capable of maintaining strict participant confidentiality.
Recommended:	Staff should respect the rights, standards, styles, and values of others.
Suggested:	Staff ought to celebrate diversity and accept individual uniqueness.

3.10	PERSONAL QUALITIES
Required:	Staff must possess the personal qualities necessary to get along with people.
Recommended:	Staff should be punctual, mature, humorous, fun-loving, unselfish, polite, pleasant, friendly, approachable, compassionate, confident, honest, etc.
Suggested:	Staff ought to demonstrate innovative thinking, personal initiative, and model behavior, especially where safety and the environment are concerned.

Meta Skills

A staff member charged with conducting technically demanding activities in a safe manner that has no environmental impact, and also with working with participants under adventure-induced stress to enable them to change how they understand themselves or relate to others, must have a variety of important meta skills (effective communication, problem-solving, and decision-making abilities, as well as good judgement, a flexible style, and a code of ethics).

3.11	INTERPERSONAL COMMUNICATION
Required:	Staff must be able to clearly communicate with participants and other staff.
Recommended:	Staff should be able to give and receive feedback (paraphrasing, impression checking, and behavior description) to improve their own communication.
Suggested:	Staff ought to be able to improve the communication of others by teaching effective sending and active listening skills to participants as needed.

3.12	PROBLEM SOLVING AND DECISION MAKING
Required:	Staff must be able to solve problems and make decisions under stress.
Recommended:	Staff should be able to anticipate consequences before making decisions.
Suggested:	Staff ought to be able to apply both analytical and creative techniques in mutual harmony when solving a problem.

3.13	FLEXIBLE LEADERSHIP STYLE
Required:	Staff must comprehend that different leadership styles apply under different conditions, and that use of an inappropriate style may have negative results.
Recommended:	Staff should be capable of adapting their style (from autocratic, through democratic, to laissez-faire) to correctly suit the favorability of conditions.
Suggested:	Staff ought to be experienced at knowing which style to use under varying conditions and what to expect when a particular style is applied.

3.14	JUDGEMENT (see Chapter 4)
Required:	Staff must have common sense about safety and environmental issues.
Recommended:	Staff should have the ability to reason inductively, deductively, and evaluatively when reflecting on and learning from their experiences.
Suggested:	Staff ought to have a broad base of experience from which to judge.

3.15	CODE OF ETHICS (by no means complete, but a simple starting point)
Required:	Staff must not force participants to engage in an activity against their will.
Recommended:	Staff should provide participants with the right to pass on any activity (to be challenged by choice) or to defer sharing their opinions during reflection. Activities should deal in perceived risk rather than real dangers (such as lack of safety backup systems). Staff should not dictate the consequences of an adventure by providing reward or punishment, but should allow the circumstances to be naturally determined by being outdoors (making errors result in getting wet, walking extra miles, or putting a tent up in the dark).
Suggested:	Staff ought to allow participants the chance to learn from making mistakes, by allowing them to make their own decisions and solve problems as they see fit, unless (in the opinion of the staff) they are truly in danger. Staff ought to encourage participants to actively engage their own personal competence in the adventure and thus maintain an internal locus of control.